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ABSTRACT

This introductory German course guide is intended to be used by classroom teachers in the primary grades. The course and materials are designed for teachers who may not have had any background in the foreign language; the tapescript of each lesson is therefore highly structured. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. The materials have been organized into four units (Introduction, Colors, Numbers, and Body/Clothing), and each unit is divided into lessons with two levels of material, one for kindergarten and the other for grades 1, 2, or 3. In addition to the teaching guidelines and tape scripts, visual and worksheet-type materials, which are suitable for duplication, are included in each unit. (Author/AMH)

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ED207244

Introduction to German:

COLORS, NUMBERS, and BODY/CLOTHING

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FL 012 538

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent
April 1981

Preface

These materials are designed for use and implementation by the elementary (K-3) classroom teacher. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. Because they are designed to be used by teachers who may not have had any background in the foreign language, the core of each lesson (tape script) is highly structured. The teacher, however, should feel free to adapt the tape script to meet the needs, interests, and abilities of his/her students. Foreign language learning does require a certain amount of repetition in order to acquire the oral skills of listening and speaking. However, if a tape script becomes too repetitive or if more repetition is needed, the teacher should feel free to omit or repeat sections of the tape script as needed. The ultimate decision on the method of presentation should be the teacher's, based on the developmental level and readiness of the children in the class.

These materials have been organized into units and each unit is divided into lessons. In each lesson there are two "levels" of material, one specifically designed for kindergarten and one for grades 1, 2, or 3. If it is felt that the materials designed for grades 1, 2, or 3 would be more appropriate for a kindergarten class or vice versa, the teacher should use those materials he/she feels would best meet his/her needs and the needs of the pupils.

In addition to the teaching guidelines and tape scripts, other visual and worksheet-type materials are included in each unit. All of the visuals in these materials will lend themselves to the making of overhead transparencies via a photocopy process or the production of electronically made ditto masters. Neither of these efforts will damage the materials.

Should teachers want to use only a part of a page for an overhead transparency or a ditto master, good quality photocopies will often serve as masters or originals. Using a photocopy in this way permits the teacher to "cut and paste" visuals as he/she desires, leaving the set of materials intact.

Teachers preferring to make posters or desiring to enlarge the visuals in the materials can do so by utilizing an opaque projector. The piece of posterboard or a large piece of construction paper can be "tacked" to the wall with masking tape. The image can be traced in pencil. When the outline is completed, the whole can be finished using felt markers or crayons.

In reproducing visual aids other than overhead transparencies (posters, flashcards), the teacher should use paper with enough "body" to stand up to repeated handling (posterboard, construction paper) and make bold lines which will "carry" to all parts of the class and can be easily seen.

Teachers should feel free to replace visuals in these materials with those they already have. If there are boy and girl puppets available, they may be used. If a teacher has visuals for the teaching of the colors or articles of clothing, those may be used.

Teachers also should not forget the possibility of putting up teaching bulletin boards--displays using items and pictures which can be pointed to in conducting recitation and practices.

There is a set of tapes accompanying each unit. These tapes are designed to assist the teacher who has had no training in the foreign language being taught. If, however, the teacher has had some language training and feels that he/she could teach the materials without the tapes, it is recommended that this be done. The tapes could, however, still be used as pronunciation aids and for reinforcement activities.

There is no sequencing of the units envisioned other than the presentation of the introductory unit first. After that, any order is acceptable. The material is designed for use in self-contained classes or individually guided education (IGE) classes and can be used for groups or for individuals.

Acknowledgments

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The materials were authored by Joanne Jones, Adjunct Professor at Indiana University-Purdue University at Indianapolis; Sherry Eggers, Spanish Teacher in the Indianapolis Public Schools; and Ruth Ann Martin, German Teacher, Guion Creek Middle School, Indianapolis. Lorraine A. Strasheim, Indiana University Coordinator for School Foreign Languages has served as the graphic artist for the visual materials. She has also served as consultant to the project, providing many suggestions for the content and format of these materials. Linda Dunlap and Frédérique Masson both free-lance artists have also contributed to the development of the visual materials.

With the support and aid of John A. Harrold, Director of the Division of Curriculum, Walter H. Bartz, State Foreign Language Consultant, has coordinated the project and has carried out the evaluation and dissemination phase.

These materials have been piloted by teachers throughout the state and their comments have provided valuable information for the final revision of this publication.

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Table of Contents

	Page
Introduction to German Objectives Kit Contents Activities Materials	1
General Guidelines	3
Unit Vocabulary	4
Lesson 1 Guidelines	6
Lesson 1 Tape Script Kindergarten	8
Grades 1, 2, or 3	10
Lesson 2 Guidelines	12
Lesson 2 Tape Script Kindergarten	14
Grades 1, 2, or 3	15
Lesson 3 Guidelines	17
Lesson 3 Tape Script Kindergarten	18
Grades 1, 2, or 3	19
Lesson 4 Guidelines	20
Lesson 4 Tape Script Kindergarten	21
Grades 1, 2, or 3	23
Lesson 5 Guidelines	25
Lesson 5 Tape Script Kindergarten	26
Grades 1, 2, or 3	27
Lesson 6 Guidelines	29
Lesson 6 Tape Script Kindergarten	30
Grades 1, 2, or 3	31
Lesson 7 Guidelines	32
Lesson 7 Tape Script Grades 1, 2, or 3	33
Visuals and Worksheets	35

INTRODUCTION TO GERMAN
Kindergarten, Grades One, Two, or Three

A WORD TO THE TEACHER: Although objectives, materials, activities, and detailed lesson plans have been defined for grade levels, teachers are presented with all of the materials for all of the grades so that they can make instructional decisions fitting their students' interests and abilities. A teacher with a kindergarten class that has children designated as "gifted" might, for example, find the materials for grades 1-3 more appropriate.

Objectives

Kindergarten:

1. Students will comprehend the spoken question Wie heisst du? and respond with Ich heisse and their names.
2. Students will comprehend the spoken words guten Tag and auf Wiedersehen and speak and use them appropriately.
3. Students will recognize Germany on a map and know that German is spoken there.
4. Students will comprehend, say, and use appropriately Herr, Frau, and Fräulein.
5. Students will understand the concept of language and will demonstrate this by participating in a discussion of language and by completing appropriate exercises.
6. Students will comprehend, speak, and use ja, nein, and danke appropriately.
7. Students will comprehend the spoken question Wie geht es dir? and respond with either sehr gut or nicht sehr gut.

Grades One, Two, or Three: The students will achieve the objectives above with the following changes.

1. The students will use the spoken question Wie heisst du? as well as comprehend and respond to it.
3. The students will, beyond recognizing the country of Germany on a map and knowing that German is spoken there, locate other German-speaking countries in Central Europe.
7. The students will comprehend the spoken question Wie geht es dir? and respond with sehr gut, nicht sehr gut, or nicht schlecht.

Kit Contents

Kindergarten: Tapes and directions for 6 lessons teaching greetings, responses, questions and answers

Material for the study of language
Songs (tapes and scripts)
Games
Visual Aids
Teaching Guidelines

Grades One, Two, or Three: Tapes and directions for 7 lessons teaching greetings, responses, questions and answers, and the components listed above

Activities

* indicates materials and/or activity are included in Kit.

Kindergarten:
1. Songs: Hänschen Klein and Bruder Jakob*
2. Games: Charades* and ja or nein*
3. Story: "Hänsel and Gretel"*
4. Puppet worksheets to color and cut out*
5. Body language activities*

Grades One, Two, or Three: Numbers 1 through 4 above plus:

1. Song: Mit dem Köpfchen Nick, Nick, Nick*
2. Student skit
3. Taping students' voices

Materials

Kindergarten:
1. Map of world
2. Map of Germany
3. Cue cards for Charades*
4. Visuals for game Ja or Nein*
5. Happy face, sad face visuals
6. Script for songs Bruder Jakob and Hänschen Klein*
7. Tape recorder
8. Story "Hänsel and Gretel"*
9. Worksheets of puppets*, paste, scissors, crayons, markers
10. Cardboard box for puppet stage, cloth, string
11. Two puppets - Hans and Gretel (material and pattern*)

Grades One, Two, or Three: All of the above, plus "so-so" face visual

Optional Activities

* indicates materials and/or activity are included in Kit.

Grades One, Two, or Three:

Body language activities*
Story of "Hänsel and Gretel"*

GENERAL GUIDELINES

SPECIAL NOTE: This unit is unique in that it sets the stage for the entire program. This tape has considerable English on it by way of introduction, but, after reading the script, if you prefer, you may substitute your own questions and your own material for what is suggested.

IN THE CLASSROOM: It is suggested that the material in the introductory lessons be repeated as often as necessary and possible. Repetition, reinforcement, and use are the key elements in language learning. To this end we recommend the following:

A. Integrate as many German words and expressions from the lessons as possible into the classroom throughout the day. This is quite easy to do with greetings --hello, goodbye, how are you, what's your name, shaking hands--and yes and no. Repeated hearing and use are the best ways to learn a language. With your repeated use of these words and expressions, the students will also start to use them. And, as an added bonus, you too will be acquiring a new vocabulary!

B. Establish at least a 5-minute "warm-up" before each German class. The warm-up gets students "tuned in" to hearing German and is an ideal way to review. Ask students, for example, if they are ein Junge or ein Mädchen or a Herr or a Fräulein. Shake hands and say guten Tag. Ask their names and/or how they are. Encourage them to do this with one another. These warm-ups are not indicated in every lesson plan, but it is assumed that you will do them.

C. Create a German atmosphere in the room, if possible. Any German posters, pictures, items from German-speaking countries, a German learning center, German bulletin boards with maps, brochures, German comic books, cartoons, etc., will all enhance the students' "German experience."

SONGS AND MUSIC: Several songs on tape with a written script are included. If you sing or play the piano or guitar, you may want to do the teaching yourself, using the tape only for pronunciation. Songs are an excellent way to practice pronunciation, especially for the hesitant learner. In addition to the songs in the lessons, the words, scripts, and/or tapes of additional songs may be obtained for your use or that of an interested music teacher in the school. On the tapes, each song is sung in its entirety, repeated line by line with pauses for student repetitions, then sung through once more.

VOCABULARY

A TEACHING HINT: The vocabulary below is on tape and mainly for the teacher's use. It includes most of the vocabulary items in the unit and should be used by the teacher as an aid for pronunciation practice. It is suggested that the teacher work with this list and tape before beginning the lessons in class. (Note: All nouns in German are capitalized.)

KINDERGARTEN

A. Student

Good day, hello	Guten Tag	(GOOTen Tack)
Goodbye	Auf Wiedersehen	(Ouf VEE-derr-zayen)
My name is	Ich heisse	(ikh HIGH-sa)
Fine	Sehr gut	(zayr goot)
Thanks	Danke	(DAHNG-ka)
Not well	Nicht gut	(nikht goot)
Mister	Herr	(hehr)
Miss	Fräulein	(FROI-lighn)
Mrs.	Frau	(frou)
Yes	Ja	(yaa)
No	Nein	(nighn)

B. Teacher

Good	Gut	(goot)
What is your name? (familiar form)	Wie heisst du?	(vee highst doo)
What is your name? (polite form)	Wie heissen Sie?	(vee HIGHsen zee)
How are you?	Wie geht es dir?	(vee gayt es deer)
How are you? (polite form)	Wie geht es Ihenn?	(vee gayt es EEN-en)
Listen	Hört zu	(hurt tsoo)
Repeat	Wiederholt	(vee-derr-HOALT)
Answer	Antwortet	(AHNT-vor-tet)
All say	Alle sagen	(AHL-a ZAA-gen)

C. Song Vocabulary for Bruder Jakob:

Brother	Bruder
Jacob	Jakob
Sleep	Schläfst
You (singular)	Du
Hear	Hörst
Yet	Noch
Not	Nicht
The	Die
Bells	Glocken

GRADES ONE, TWO, OR THREE: The above, plus the following:

A. Student

What's your name?	Wie heisst du?	(vee highst doo)
How are you?	Wie geht es dir?	(vee gayt es deer)

B. Teacher

This is	Das ist	(dahss ist)
Germany	Deutschland	(DOICH-lahnt)
Sit down	Setzt euch	(zehtst oikh)
Say all together	Sagt alle zusammen	(zaagt AHL-a tsoo-ZAH-men)

C. Song Vocabulary for Mit dem Köpfchen:

With the little head	Mit dem Köpfchen
With the little feet	Mit den Füsschen
With the little fingers	Mit den Fingerchen
With the little hands	Mit den Händchen
Once this way	Einmal hin
Once that way	Einmal her
Go around	Rund herum
That is not hard.	Das ist nicht schwer.

MATERIALS NEEDED FOR LESSON 1

Kindergarten:
1. World map
2. Map of North America
3. Map of Germany
4. Puppet (Hans) and "stage"

Grades One, Two, or Three: Numbers 1 through 4 above plus:

1. Worksheet on body/sign language
2. Dittoed map of Germany for each student

LESSON 1 GUIDELINES

1. LANGUAGE: The children will be introduced to the concept of language, more specifically the German language. Urge them to discuss what language is and to be aware of all the forms languages take: oral, sign, body and written. The following might occur in your discussion of language.

   a. Language is the way people communicate or talk to each other. Right now we are using our language to talk to each other. That language is English.

   b. Ask students if they know any other languages. Thanks to "Sesame Street" and "Mr. Rogers," some may know some words in Spanish or French already. Let them show you what they know.

   c. Then you can tell them that they all know another language - body and sign language. They are constantly telling people things about themselves by things their bodies do. When they are happy, for example, they clap hands, jump up and down, open their eyes wide, laugh, smile, shout. When they are sad, their body may droop, slouch, cry, have a sad look. Ask them for other examples.

   d. Enclosed is a list of emotions, feelings and situations (body/sign language) to help the class understand this. Have them act these out without words. See worksheet.

   e. If yours is a group that travels considerably and may have exposure to other cultures and countries, by all means discuss possibilities for actually using the German language they are going to learn. However, a note of caution here: Use this approach only if the possibility of traveling really exists. The communicative approach is more universal.

2. MAPS: It is important to locate the target country's position with respect to the United States, more specifically the state in which you live. Directions include locating the U.S. with regard to Mexico and Canada, two neighbors who speak a different language. On a world map the countries throughout the world where German is spoken should be outlined. Older children enjoy and can grasp map work perhaps better than younger ones; therefore, your use of maps should be at your discretion as to the readiness level of your students. Map work of a detailed nature is primarily for the second and third grader.

3. HANDSHAKES: Shaking hands is done by everyone in Germany, by children and adults. When friends or relatives, men or women, meet each other, they shake hands. Encourage the children to shake hands with each other when they meet in the classroom. It would be helpful if you were to greet them at the door when they enter the room with a handshake and a cheery guten Tag.

For Teachers Using Puppets Only

It would be helpful if a sort of "stage" could be created for Hans and Gretel, the German-speaking puppets, to perform on. A cardboard carton with one side cut out and a piece of cloth on a string attached halfway up would suffice. Perhaps the children would enjoy decorating the "stage."

Tape Script - Kindergarten - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape	Today you are going to begin learning about another country and other people. You are also going to learn to say some words in another language. Who can tell us what a language is?	
Stop Tape Discussion of language. Start Tape	Now let's talk about different kinds of languages. What language are we speaking right now? (60-	English
	second pause for response) That's right. We are speaking English, and that is what most people speak in the U.S. Look at the map and your teacher will show you a country called Mexico. Mexico is one of our neighbors. In Mexico people speak Spanish. (pause) Look again and you will see a country to the north called Canada. People there speak	
Show Germany on world map.	French. (pause) Look across the Atlantic Ocean to the east and you will find Germany. (pause) And that learn and talk about. German is also spoken in many other places. One is a a country called Austria. Let's find Austria on the map your teacher will show you.	
Stop Tape Point to Austria. Show Germany and Austria so students can see relation to U.S!		
Start Tape	Now let's meet Hans. He has something to say to you. Hans, Hans...	

Tape Script - Kindergarten - Lesson 1 - Cont. (2)

Teacher Instructions	Script	Student Response
Have Hans enter, looking around, stumbling. He trips just as he enters stage.	Guten Tag. Guten Tag.	
	Alle sagen: Guten Tag. Guten Tag.	Guten Tag. Guten Tag.
	Hans is going to teach you a German song called Bruder Jakob. If you already know it, just sing along and help your friends.	
Song is on tape in its entirety, then line by line with pauses for repetition by class.		Students listen, then repeat line by line, then sing together again.
(You may want to repeat song several times.)		
Hans waves.	Hans is leaving now. Let's listen to how he says goodbye: Auf Wiedersehen.	
	Class, everybody say goodbye to Hans: Auf Wiedersehen.	Auf Wiedersehen.
Stop Tape		
Take Hans off stage. Verify that students know the meaning of auf Wiedersehen. Tell them that Hans will return the next time they have German.		

Tape Script - Grades 1, 2, or 3 - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape	Today you are going to begin learning about another country and another group of people. You are also going to learn to say some words in another language. Who can tell us what a language is?	
Stop Tape Discussion of language.		
Start Tape	Now let's talk about different kinds of languages. What language are we speaking right now? (60-second pause for responses) That is right. We are speaking English, and that is what most people speak in the United States. Do you speak any other languages?	English, etc.
Stop Tape Discuss different kinds of languages.		
Start Tape	Now let's look at the map and your teacher will show you a country called Mexico. Mexico is one of our neighbors to the south. In Mexico people speak Spanish. Look again and you'll find Europe, where we see Germany in the center of the continent. Do you know what language people speak there? (pause) Let's find Germany on the map your teacher will show you.	German
Stop Tape Show Germany on world map so they can see its relationship to the U.S. Then show map of Germany itself.		
Start Tape	German is also spoken in other countries besides Germany. Won't you repeat them after me?	

Teacher Instructions	Script	Student Response
	Austria	Austria
	Switzerland	Switzerland
	Lichtenstein	Lichtenstein
	Luxemburg	Luxemburg
Stop Tape Show all these on a world map. Then discuss. Ask the students what they know about any of them, if they've been there or know anyone from there, etc.		
Start Tape	Now let's learn some German:	
Put hands to ears to indicate meaning. Wave or indicate that this is a greeting meaning "hi."	Hört zu: Guten Tag. Guten Tag. Guten Tag.	
	Alle sagen:	
	Guten Tag.	Guten Tag.
	Guten Tag.	Guten Tag.
	Guten Tag.	Guten Tag.
	German-speaking people say this whenever they meet someone. They also do something - watch your teacher:	
Stop Tape Select one student and shake hands and say guten Tag as you are doing it. Do this to several students until they start responding with guten Tag and a handshake. Encourage them to practice this now with each other. Now discuss the hand-shake in Germany.		
Start Tape	We also say something when we leave. It's: Auf Wiedersehen.	
	Alle sagen:	
	Auf Wiedersehen.	Auf Wiedersehen.
	Auf Wiedersehen.	Auf Wiedersehen.
	Auf Wiedersehen.	Auf Wiedersehen.

MATERIALS NEEDED FOR LESSON 2

Kindergarten:
1. Story of "Hänsel and Gretel"
2. Visuals of "Hänsel and Gretel"
3. Puppet - Hans
4. Stage for Hans
5. Script for song Hänschen Klein

Grades One, Two, or Three:
1. Numbers 3 and 4 above
2. Script and music for song Mit dem Köpfchen Nick,Nick,Nick

LESSON 2 GUIDELINES

Kindergarten:

1. Read story of "Hänsel and Gretel" to students.

2. Students will shake hands with each other. Explain to class that shaking hands is done by everyone in Germany, children and adults as well. Children shake hands when they meet each other on the street, in school, with their relatives, etc. Encourage them to shake hands with each other.

3. After the class learns to answer the question Wie heisst du?, verify this by using it yourself in class to get them to say their name.

4. Song: Hänschen Klein is introduced.

Grades One, Two, or Three:

1. This lesson will involve review and drills for saying guten Tag while shaking hands. It would be helpful and excellent reinforcement if you would stand at the door and greet the children as they enter with a handshake and a cheery guten Tag. Encourage them to do likewise with each other.

2. The tapes from this lesson on German will use the standard directions hört zu and alle sagen. Use these also as much as possible in the classroom. The students are not required to say these words, just understand their meaning and perform the task.

3. Puppets: It would be helpful if a sort of "stage" could be created for Hans and Gretel, the German-speaking puppets, to perform on. A cardboard carton with one side cut out and a piece of cloth on a string attached halfway up would suffice. Perhaps the children would enjoy decorating the "stage."

4. Song: The song Mit dem Köpfchen is introduced in this lesson. It will be repeated in its entirety the first time. Second time will be line by line with a pause after each for student repetition. The third will be in its entirety for students to sing along.

Tape Script - Kindergarten - Lesson 2

Teacher Instructions	Script	Student Response
Start Tape		
Hans arrives and speaks:	Guten Tag. Guten Tag.	Guten Tag. Guten Tag.
Stop Tape Take Hans around to all students and shake hands and say guten Tag as you are doing it. Encourage students to respond to Hans with guten Tag and a hand-shake.		
Start Tape Have Hans point to himself as he says his name.	Hört zu: Ich heisse Hans. Ich heisse Hans. Ich heisse Hans.	
	Alle sagen: Ich heisse. Ich heisse.	Ich heisse. Ich heisse.
Stop Tape What to you think Hans just said? (Verify they know what it means.) Ask individually. Have individuals say Ich heisse plus their names.		(Hans, his name, my name is Hans)
Start Tape	Hans is leaving now. Auf Wiedersehen.	Auf Wiedersehen.
Stop Tape Sing song (with or without tape) Hänschen Klein.		

Script for song Hänschen Klein:

Hänschen Klein geht allein
In die weite Welt hinein.
Stock und Hut stehn ihm gut.
Ist ganz wohl gemut.

English paraphrase:

Little Hans goes alone into the wide world.
Walking stick and hat make him look good,
He's in a good mood.

Announce to class that they will meet Gretel, another puppet, at the next German class.

Tape Script - Grades 1, 2, or 3 - Lesson 2

Teacher Instructions	Script	Student Response
Start Tape	Guten Tag, Kinder! Today there is someone I'd like for you to meet. He has something to say to you. This is Hans.	Guten Tag.
Hans enters, looking around, stumbling. He trips just as he enters the stage.	Guten Tag, Kinder.	Guten Tag.
(In a louder voice)	Guten Tag, Kinder.	Guten Tag.
Hans points to himself as he says this.	Ich heisse Hans. Ich heisse Hans.	
Put hand to mouth to indicate meaning of alle sagen (all say).	Alle sagen: Ich heisse. Ich heisse.	Ich heisse. Ich heisse.
Stop Tape		
"What do you think Hans just said?" Verify whether they know what it means. Ask individually for them to give their names. Start by saying yourself: Ich heisse (Herr, Frau, Fräulein _____). last name		
	Let's learn a German song.	
German song Mit dem Köpfchen is on tape. Teacher should point to head, feet, etc., while song is being played.		

Motions to song Mit dem Köpfchen Nick, Nick, Nick

	MOTIONS	WORDS
1.	Nod with the head.	Mit dem Köpfchen nick, nick, nick.
	Point fingers at someone.	Mit den Fingerchen tick, tick, tick.

(Motions to song continued)

	MOTIONS	WORDS
	Sway right.	Einmal hin.
	Sway left.	Einmal her.
	Each child turns around once.	Rund herum. Das ist nicht schwer.
2.	Tap feet on floor.	Mit den Füsschen trapp, trapp, trapp.
	Clap hands.	Mit den Händchen klapp, klapp, klapp.
	Sway right.	Einmal hin.
	Sway left.	Einmal her.
	Hold hands while going around the circle.	Rund herum. Das ist nicht schwer.

MATERIALS NEEDED FOR LESSON 3

Kindergarten:
1. Two puppets
2. Stage for puppets
3. Puppet pattern and material, puppet worksheets
4. Paper bags, crayons, markers, scissors

Grades One, Two, or Three: Same as above

LESSON 3 GUIDELINES

Kindergarten:

1. This lesson will involve reviews and drills for saying guten Tag while shaking hands, plus giving their names in German. It would be helpful and excellent reinforcement if you would stand at the door and greet the children as they enter with a handshake and a cheery guten Tag. Encourage them to do likewise with each other.

2. The tapes for this lesson will use the standard directions hört zu and wiederholt. Use these also as much as possible in the classroom. The students are not required to say these words, just understand their meaning and perform the task.

3. The second puppet, a girl named Gretel, is introduced in this lesson. This gives a vehicle for dialogue and questions and answers.

4. Puppet worksheet: Have students color and cut out puppet. (See instructions on V-3.) Then the students can slip paper puppet on their hand to role play, saying guten Tag and auf Wiedersehen and giving the puppets German names.

Grades One, Two, or Three: See numbers 3 and 4 above.

New in this lesson are the terms for Mr. (Herr), Mrs. (Frau) and Ms/Miss (Fräulein). Explain when to use which. Encourage students to call you by the appropriate form.

Tape Script - Kindergarten - Lesson 3

Teacher Instructions	Script	Student Response
Start Tape		
Hans speaks.	Guten Tag, Kinder.	Guten Tag, Hans.
Hans raises his voice to elicit better response from students.	Guten Tag, Kinder.	Guten Tag, Hans.
Put hands to ears to indicate meaning of hört zu.	Hört zu:	
Hans sees Gretel coming on stage.	Guten Tag, Gretel.	
In a louder voice.	Guten Tag, Gretel.	
Gretel replies as puppets shake hands.	Guten Tag.	
Hans to Gretel:	Ich heisse Hans. Wie heisst du?	
Ask class, "What do you think they are saying? Let's listen again."	(60-second pause)	
	Ich heisse Gretel. (pause) Wie heisst du?	
	Ich heisse Hans.	

Stop Tape: Have students practice saying their names after you give the question Wie heisst du? Be sure, of course, that they know what that means.

ACTIVITY: Color and cut out puppets and role play with them. Practice saying guten Tag and giving their names.

Tape Script - Grades 1, 2, or 3 - Lesson 3

Teacher Instructions	Script	Student Response
Start Tape		
	Guten Tag, Kinder.	Guten Tag, Hans.
Hans sees Gretel coming on stage.	Guten Tag, Gretel.	
In a louder voice.	Guten Tag, Gretel.	
Gretel replies as puppets shake hands.	Guten Tag, Hans.	
	Kinder, alle sagen:	
Point to Hans.	Guten Tag, Hans.	Guten Tag, Hans.
	Guten Tag, Hans.	Guten Tag, Hans.
Point to Gretel.	Guten Tag, Gretel.	Guten Tag, Gretel.

Stop Tape: Have students practice saying guten Tag to each other. They need to know the meaning of Herr and Fräulein, although these forms of address are only used with last names. A fun exercise would be to ask those in the class who they think are a Herr to get up. Let them be seated saying: Setzt euch. Repeat procedure for the girls. Here is a good opportunity to explain the difference between Frau and Fräulein (pointing to wedding band on your left hand). And tell your students that you want them to refer to you from now on as Frau_____ or Fräulein_____ or Herr_____.

Start Tape

Hans to Gretel.	Ich heisse Hans.	
	Wie heisst du?	
	(60-second pause)	
Ask class, "What do you think they are saying? Let's listen again."		
Gretel says:	Ich heisse Gretel.	
	Wie heisst du?	
Hans says:	Ich heisse Hans.	
	Kinder, alle sagen:	
	Wie heisst du?	Wie heisst du?
	Wie heisst du?	Wie heisst du?

Stop Tape: Have students practice saying their names after you ask the question Wie heisst du? Drill students individually. Set up a skit with one student and yourself to demonstrate.

MATERIALS NEEDED FOR LESSON 4

Kindergarten:
1. Puppets
2. Visuals of boy, girl, Hans, Gretel
   (It is suggested that they be colored and laminated with clear contact for durability.)

Grades One, Two, or Three: Number 1 above

LESSON 4 GUIDELINES

Kindergarten:

1. Review guten Tag, Frau, Herr, Fräulein, and the response to Wie heisst du? Following the commands hört zu, alle sagen and antwortet, you might have students touch ears, or mouth, when you give the command.

2. Teach students ja (yes) and nein (no).

3. Play ja or nein (yes or no) game on tape.

4. The words Junge (boy) and Mädchen (girl) are used in the ja or nein game. These words have not been introduced earlier but may be useful. Teacher may want to practice with these words before playing game.

Grades One, Two, or Three: Same as above.

Tape Script - Kindergarten - Lesson 4

Teacher Instructions	Script	Student Response
Start Tape Two puppets speaking.	Guten Tag, Kinder! Wiederholt: Guten Tag, Hans. Guten Tag, Gretel.	 Guten Tag, Hans. Guten Tag, Gretel.
Stop Tape Explain meaning of antwortet (answer).	Antwortet: Wie heisst du?	 Ich heisse_____. (each child gives name)
Start Tape Hold up Hans. (Nod your head to indicate yes.)	Hört zu: Ist das Hans? Ja.	
Hold up Hans.	Ist das Hans? Ja.	
Hold up Hans. (Shake head no.)	Ist das Gretel? Nein.	
Hold up Gretel.	Ist das Gretel? Ja.	
Hold up Hans	Ist das Gretel? Nein.	
Hold up Gretel.	Ist das Gretel? Ja.	
Hold up Hans.	Ist das Hans? Wiederholt: Ja.	 Ja.
Hold up Gretel.	Ist das Gretel? Ja.	 Ja.
Hold up Gretel.	Ist das Hans? Nein.	 Nein.
Hold up Hans.	Ist das Gretel? Nein.	 Nein.
Stop Tape (Verification drill)		
Hold up Hans and ask, "Ist das Hans?"		Ja.
Hold up Gretel and ask, "Ist das Gretel?"		Ja.
Hold up Hans and ask, "Ist das Gretel?"		Nein.
Hold up Gretel and ask, "Ist das Hans?"		Nein.

You can now do this with their names. Point to a child and ask the class Ist das Paul? and give the wrong name sometimes, and then the right one, to mix up ja and nein responses.

Tape Script - Kindergarten - Lesson 4 - Cont. (2)

ACTIVITY: Ja or Nein flashcard game on tape. Cue cards at end of unit. Have children respond orally ja or nein as individuals, or you may divide the class into teams and keep score. There will be a series of pictures for you to hold up coordinated with the tape.

Teacher Instructions	Script	Student Response
1. Hans	Ist das Hans?	Ja.
2. Gretel	Ist das Gretel?	Ja.
3. Hans	Ist das Gretel?	Nein.
4. boy	Ist das ein Junge?	Ja.
5. girl	Ist das ein Mädchen?	Ja.
6. boy	Ist das ein Mädchen?	Nein.
7. girl	Ist das ein Junge?	Nein.
8. Hans	Ist das ein Junge?	Ja.
9. Hans	Ist das ein Junge?	Ja.
10. Gretel	Ist das ein Mädchen?	Ja.
	Auf Wiedersehen, Kinder.	Auf Wiedersehen.

ACTIVITY: Sing Hänschen Klein, if you have time.

Tape Script - Grades 1, 2, or 3 - Lesson 4

Teacher Instructions	Script	Student Response
Start Tape	Guten Tag, Kinder.	
Two puppets speaking.	Alle sagen: Guten Tag, Hans. Guten Tag, Gretel.	 Guten Tag, Hans. Guten Tag, Gretel.
Stop Tape		
Explain the meaning of antwortet (answer).	Antwortet: Wie heisst du?	 Ich heisse_____.
Start Tape		
Hold up Hans. Nod head yes.	Hört zu: Ist das Hans? Das ist Hans.	
Hold up Hans. Nod head yes.	Ist das Hans? Ja, das ist Hans.	
Hold up Gretel. Nod head yes.	Ist das Gretel? Ja, das ist Gretel.	
	Kinder, wiederholt:	
Hold up Hans. Nod head yes.	Ist das Hans? Ja, das ist Hans.	 Ja, das ist Hans.
Hold up Gretel. Nod head yes.	Ist das Gretel? Ja, das ist Gretel.	 Ja, das ist Gretel.
Hold up Hans. Nod head yes.	Ist das Hans? Ja, das ist Hans.	 Ja, das ist Hans.
	Kinder, hört zu:	
Hold up Gretel. Shake head no.	Ist das Hans? Nein, das ist Gretel.	
	Kinder, antwortet:	
Hold up Gretel.	Ist das Hans? Nein, das ist Gretel.	 Nein, das ist Gretel.
Hold up Gretel.	Ist das Hans? Nein, das ist Gretel.	 Nein, das ist Gretel.

Tape Script - Grades 1, 2, or 3 - Lesson 4 - Cont. (2)

Teacher Instructions	Script	Student Rsponse
Hold up Hans. Shake head no.	Ist das Gretel? Nein, das ist Hans.	Nein, das ist Hans.
Hold up Hans. Shake head no.	Ist das Gretel? Nein, das ist Hans.	Nein, das ist Hans.
Hold up Gretel. Nod head yes.	Ist das Gretel? Ja, das ist Gretel.	Ja, das ist Gretel.
Hold up Hans. Shake head no.	Ist das Gretel? Nein, das ist Hans.	Nein, das ist Hans.
Hold up Hans. Nod head yes.	Ist das Hans? Ja, das ist Hans.	Ja, das ist Hans.

Stop Tape: Verification drill

Hold up Hans and ask, "Ist das Hans?"	Ja, das ist Hans.
Hold up Gretel and ask, "Ist das Gretel?"	Ja, das ist Gretel.
Hold up Hans and ask, "Ist das Gretel?"	Nein, das ist Hans.

ACTIVITY: Do what has been done on tape with the children's names. Point to a child and ask the class Ist das Paul? and give the wrong name sometimes, and then the right one, to mix up ja and nein responses.

ACTIVITY: Ja or nein game. See Kindergarten, Lesson 4 script and tape.

MATERIALS NEEDED FOR LESSON 5

Kindergarten:
1. Rhyme sheet for Ich und du, Müllers Kuh
2. Happy face
3. Puppets

Grades One, Two, or Three:
1. Numbers 2 and 3 above
2. Music and script for Bruder Jakob

LESSON 5 GUIDELINES

Kindergarten:

1. Review guten Tag. Shake their hands at the beginning of class and ask them their name. A short drill for ja and nein is on tape.

2. Teach response to Wie geht es dir?: Sehr gut, danke. Und dir?

3. Teach rhyme Ich und du, Müllers Kuh.

Grades One, Two, or Three:

1. Same as numbers 1 and 2 above.

2. Teach song Bruder Jakob.

Tape Script - Kindergarten - Lesson 5

Teacher Instructions	Script	Student Response
Start Tape	Antwortet:	
Hold up Hans. (another voice)	Guten Tag, Kinder. Ist das Hans, Kinder?	Guten Tag, Hans. Ja.
Hold up Gretel. (another voice)	Guten Tag, Kinder. Ist das Hans, Kinder?	Guten Tag, Gretel. Nein.
Keep holding up Gretel.	Ist das Gretel?	Ja.
	Hört zu:	
Hans to Gretel.	Wie geht es dir?	
	Wie geht es dir?	
Gretel responds to Hans and holds up a happy face.	Wie geht es dir? Sehr gut, danke.	
	Sehr gut, danke.	
	Kinder, sagt alle:	
Hold up a happy face.	Sehr gut, danke.	Sehr gut, danke.
	Sehr gut, danke. Sehr gut, danke.	Sehr gut, danke. Sehr gut, danke.
	Kinder, antwortet:	
Hold up a happy face.	Wie geht es dir?	Sehr gut, danke.
	Wie geht es dir?	Sehr gut, danke.
Hold up puppets and have them wave.	Auf Wiedersehen.	Auf Wiedersehen.

Stop Tape: Ask class, "What does Wie geht es dir? mean? What does sehr gut mean?" Explain that the Germans add danke (thank you or thanks) to be polite. Drill them individually by asking Wie geht es dir? and having them answer.

ACTIVITY: (Optional) Teach rhyme Ich und du, Müllers Kuh, which is on tape. Directions on how to use rhyme: Children stand in a circle, facing center. If there are only two, they stand facing each other while one says rhyme, pointing at self and then at the other person.

I and you,	Ich und du,
Miller's cow,	Müllers Kuh,
Miller's donkey,	Müllers Esel,
you are it!	das bist du!

Tape Script - Grades 1, 2, or 3 - Lesson 5

Teacher Instructions	Script	Student Response
Start Tape		
Hold up Hans. (Another voice)	Guten Tag, Kinder. Ist das Hans?	Guten Tag. Ja, das ist Hans.
Hold up Gretel. (Another voice)	Guten Tag, Kinder. Ist das Hans?	Guten Tag, Gretel. Nein, das ist Gretel.
Keep holding up Gretel.	Ist das Gretel?	Ja, das ist Gretel.
	Kinder, hört zu:	
Hans to Gretel:	Wie geht es dir? Wie geht es dir? Wie geht es dir?	
	Kinder, alle sagen: Wie geht es dir? Wie geht es dir?	 Wie geht es dir? Wie geht es dir?
	Kinder, hört zu:	
Hans again to Gretel:	Gretel, wie geht es dir?	
Gretel responds. She holds up a happy face.	Sehr gut, danke. Und dir? Sehr gut, danke.	
	Kinder, alle sagen: Sehr gut, danke. Sehr gut, danke.	 Sehr gut, danke. Sehr gut, danke.
	Und dir? Und dir?	Und dir? Und dir?
	Sehr gut, danke. Und dir?	Sehr gut, danke. Und dir?
	Alle sagen: Wie geht es dir? Wie geht es dir? Sehr gut, danke. Und dir?	 Wie geht es dir? Wie geht es dir? Sehr gut, danke. Und dir?
Stop Tape		

Verification: Explain what each expression means. Ask, "What does Wie geht es dir? mean? What does Sehr gut, danke. Und dir? mean?" Explain that the Germans add danke (thanks) to be polite. Und dir is, of course, "and you." Drill them individually by asking Wie geht es dir? and having them answer. Have them pair off and ask each other the question and response. A few may want to do it in front of the class as an example. They can perform a little skit as follows:

1st person: Guten Tag.
2nd person: Guten Tag. (Shaking hands)

1st person: Wie heisst du?
2nd person: Ich heisse_____. Und wie heisst du?

1st person: Ich heisse_____. Wie geht es dir?
2nd person: Sehr gut, danke. Und dir?

1st person: Sehr gut, danke. Auf Wiedersehen!
2nd person: Auf Wiedersehen!

Say: We will now learn another German song. Some of you may know this song in French, Frere Jacques. Let's now learn it in German.

ACTIVITY: Story and song Bruder Jakob:

Bruder Jakob, Bruder Jakob,	Are you sleeping? Are you sleeping,
Schläfst du noch? Schläfst du noch?	Brother John, Brother John?
Hörst du nicht die Glocken?	Morning bells are ringing.
Hörst du nicht die Glocken?	Morning bells are ringing.
Bim, bam, bim.	Ding, dong, ding.
Bim, bam, bim.	Ding, dong, ding.

MATERIALS NEEDED FOR LESSON 6

Kindergarten:
1. Charades cue cards (It is suggested that they be laminated with clear contact for durability.)
2. Puppets
3. Sad and happy face cards

Grades One, Two, or Three: Same as above

LESSON 6 GUIDELINES

Kindergarten:

1. Review and drill handshake, guten Tag, Wie heisst du? and response, ja, nein, and Wie geht es dir? with response (Sehr gut). Be sure the students know that danke means thank you and encourage them to use it throughout the day.

2. Teach a new response to Wie geht es dir?: Nicht sehr gut. Be sure and hold up the appropriate happy face or sad face when the various responses are on tape.

3. Play Charades, either in teams or as a group. Have students draw a cue card from a hat, envelope or box and act out what is on it. They will be all pictures, words or expressions the students have learned in this introductory unit.

4. Sing the song Hänschen Klein.

5. This lesson marks the end of the kindergarten component of the introductory unit. However, feel free at any time to repeat any lesson in whole or part in order to give the class a sound basis and to review any areas that need it.

Grades One, Two, or Three:

1. Same as numbers 1, 2, and 3 above.

2. Sing Bruder Jakob.

3. There is one more lesson (7) for Grades 1, 2, or 3 in this unit.

Tape Script - Kindergarten - Lesson 6

Teacher Instructions	Script	Student Response
Start Tape	Hört zu:	
Hans to Gretel: Gretel to Hans:	Guten Tag. Wie heisst du? Ich heisse Gretel. Und wie heisst du?	
Hans to Gretel:	Ich heisse Hans. Wie geht es dir?	
Hold up happy face.	Sehr gut, danke. Und wie geht es dir?	
Hans to Gretel: Hold up sad face.	Nicht sehr gut. Nicht sehr gut.	
	Kinder, sagt alle zusammen:	
Hold up sad face.	Nicht sehr gut. Nicht sehr gut.	Nicht sehr gut. Nicht sehr gut.
Hold up happy face. Hold up happy face.	Sehr gut. Sehr gut.	Sehr gut. Sehr gut.
Stop Tape		

Ask class what sehr gut means. Drill class as a whole, then individually, by holding up happy face or sad face and asking Wie geht es dir?

ACTIVITY: Sing Hänschen Klien.

ACTIVITY: Play Charades.

Tape Script - Grades 1, 2, or 3 - Lesson 6

Teacher Instructions	Script	Student Response
Start Tape		
Hans to Gretel:	Guten Tag, Kinder. Guten Tag.	Guten Tag.
	Kinder, hört zu: Wie heisst du?	
Gretel:	Ich heisse Gretel. Und wie heisst du?	
Hans:	Ich heisse Hans. Wie geht es dir?	
Gretel holding up a happy face.	Sehr gut, danke. Und dir?	
Hans holds up sad face.	Nicht sehr gut. Nicht sehr gut.	
	Kinder, wiederholt:	
Hold up sad face.	Nicht sehr gut.	Nicht sehr gut.
Hold up sad face.	Nicht sehr gut.	Nicht sehr gut.
Hold up happy face.	Sehr gut.	Sehr gut.
	Kinder, antwortet: (according to the sign your teacher will hold up)	
Happy face.	Wie geht es dir?	Sehr gut.
Sad face.	Wie geht es dir?	Nicht sehr gut.
Happy face.	Wie geht es dir?	Sehr gut.
Sad face.	Wie geht es dir?	Nicht sehr gut.

Stop Tape: Have them divide into groups to practice Wie geht es dir? and the two responses. A couple can do it before the whole group as an example. If they know the material well enough, they can do the following skit, which is also on tape for them to hear:

1st person: Guten Tag.
2nd person: Guten Tag.

1st person: Ich heisse_____. Wie heisst du?
2nd person: Ich heisse_____. Wie geht es dir?

1st person: Sehr gut, danke. Und dir?
2nd person: Nicht sehr gut. Auf Wiedersehen.

1st person: Auf Wiedersehen.

ACTIVITY: Sing Bruder Jakob.
ACTIVITY: Play Charades.

MATERIALS NEEDED FOR LESSON 7

Grades One,
Two, or Three:

1. Puppets
2. Stage
3. Nicht schlecht face

LESSON 7 GUIDELINES

1. After review, you will be teaching nicht schlecht as an alternative response to Wie geht es dir?

2. Encourage the children to work with each other by asking each other questions and giving various answers.

3. Have various children perform the skit in front of the class and tape them as they are doing it. Children love to hear their own voices, and this will be a good learning tool for them.

Tape Script - Grades 1, 2, or 3 - Lesson 7

Teacher Instructions	Script	Student Response
Start Tape		
	Guten Tag, Kinder.	Guten Tag.
	Kinder, hört zu:	
Gretel and Hans in dialogue:	Guten Tag, Gretel. Guten Tag, Hans. Wie geht es dir? Sehr gut, danke, Gretel. Und dir?	
Gretel holds up nicht schlecht face.	Nicht schlecht, Hans. Nicht schlecht.	
	Kinder, hört zu: Nicht schlecht. Nicht schlecht.	
	Kinder, wiederholt: Nicht schlecht. Nicht schlecht.	Nicht schlecht. Nicht schlecht.
	Kinder, antwortet: Wie geht es dir? Nicht schlecht. Nicht schlecht.	 Nicht schlecht. Nicht schlecht.

Stop Tape: Verify that students know what nicht schlecht means. Then drill with all three faces. Ask Wie geht es dir? each time, hold up a face, and have them give the correct response. Choose a student to ask the question and hold up the faces.

ACTIVITY: Perform skit as done in Lesson 6.

1st person: Guten Tag.
2nd person: Guten Tag.
1st person: Ich heisse_____. Und wie heisst du?
2nd person: Ich heisse_____. Wie geht es dir?
1st person: Nicht schlecht. Und dir?
2nd person: Sehr gut, danke. Auf Wiedersehen.
1st person: Auf Wiedersehen.

This lesson marks the end of the introductory unit. However, feel free to repeat any lesson in whole or in part in order to give the class a sound basis or to review.

BODY/SIGN LANGUAGE
Emotion, Situation, Feeling

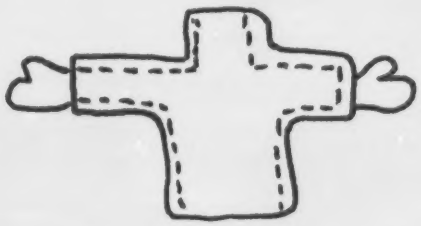
1.	anger	grimace; scowl, eyebrows drawn inward
2.	happiness	clap hands; jump up and down; twirl around; shout
3.	you have just seen a snake	recoil in fright; make sound "ych;" open eyes wide
4.	sadness	cry; pout; droop shoulders
5.	tiredness, sleepiness	stretch arms out; yawn
6.	hunger	rub tummy
7.	thrist	pull at throat
8.	you want attention in the classroom	raise hand; wave arm; stand up
9.	you see someone at a distance	wave arm or hand
10.	you are getting into a cold swimming pool	wrap hands around arms, shiver; make a "burr" sound with lips
11.	surprise	open mouth wide; open eyes wide; fling arms out

Charades

PUPPETS

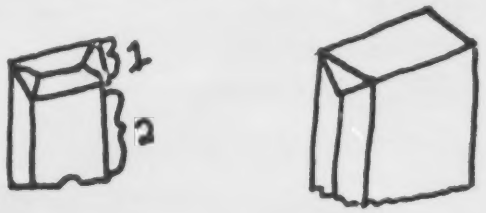
Toy department selections of puppets generally run to fuzzy animals; however, The Creative Toys Company offers a realistic family set. Hand puppets, of course, can be made very simply. Heads can be made from a tennis ball or a styrofoam ball with a hole cut to allow room for the fingers. Crepe hair, embroidery floss, or yarn can be used for hair. Bits of felt can be glued on for the eyes; the nose and mouth may be painted on. A simple, glove-like dress can be made for the body. Soft jersey is a good material to use because it stretches to fit any hand, but cotton and felt are also good choices. The dress is slipped over the hand and the head is then slipped on separately. (See "A.")

A.



Puppets can also be made from a small paper bag of the sort that unfolds to have a square bottom. (See "B.")

B.



Fold the bag so that it is flat. On Part 1 (the bottom) draw the upper part of the face; on Part 2 (the remainder of the sack) draw the rest of the body. (See "C.")

C.

Raise the flap made by the bottom of the bag and draw the tongue and inside of the mouth. By inserting your hand into the bag and using your fingers and thumb, you can make the mouth open and close.

PAPER BAG PUPPETS

Directions for Making Two Puppets--Hansel and Gretel

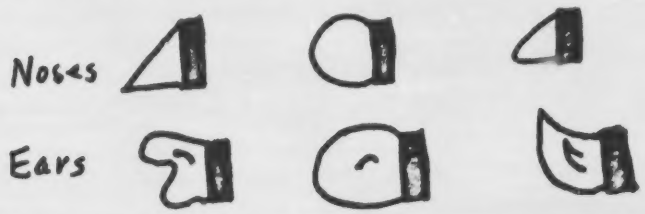
A. Materials Needed

1. Two small brown or white unwaxed paper bags (the size usually carried for lunch)
2. Felt markers in various colors--red, black, brown, orange, and blue
3. Construction paper to match the bags
4. Glue
5. Scissors
6. Patterns

B. Directions

1. Using scratch paper, design the puppets you want to make. Cut the paper to the size of the paper bag and follow the examples on the next page.

2. Noses and ears are easy to make and attach.

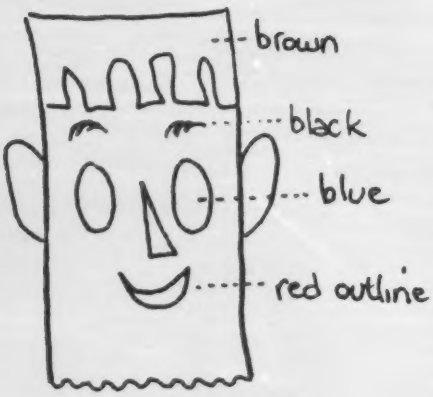


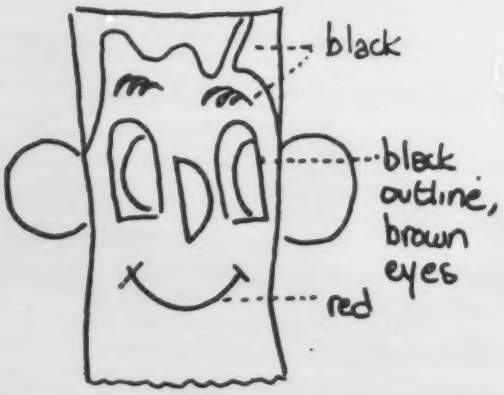
The part that is darkened here can be folded and glued in place.

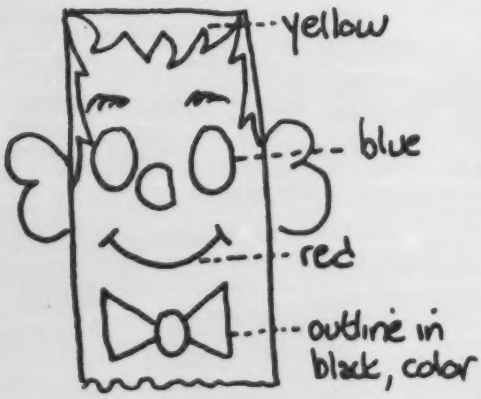
3. Pencil in eyes, smile, and hair; then color with felt markers.

4. If desired, attach a ribbon to the top of Gretel's head.

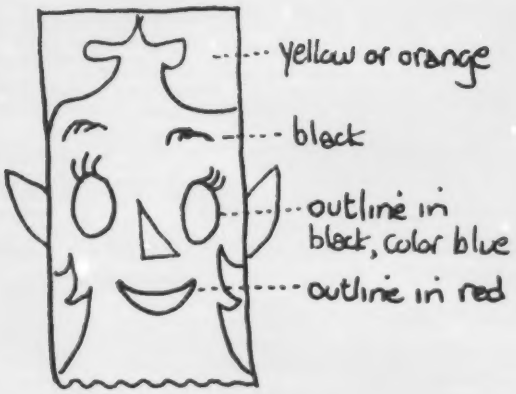
Hans

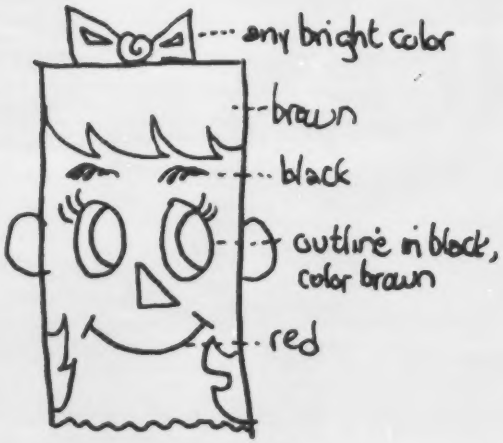

brown
black
blue
red outline

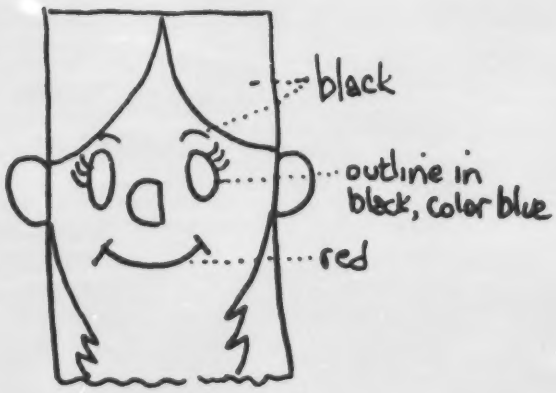

black
black outline, brown eyes
red


yellow
blue
red
outline in black, color

Gretel


yellow or orange
black
outline in black, color blue
outline in red

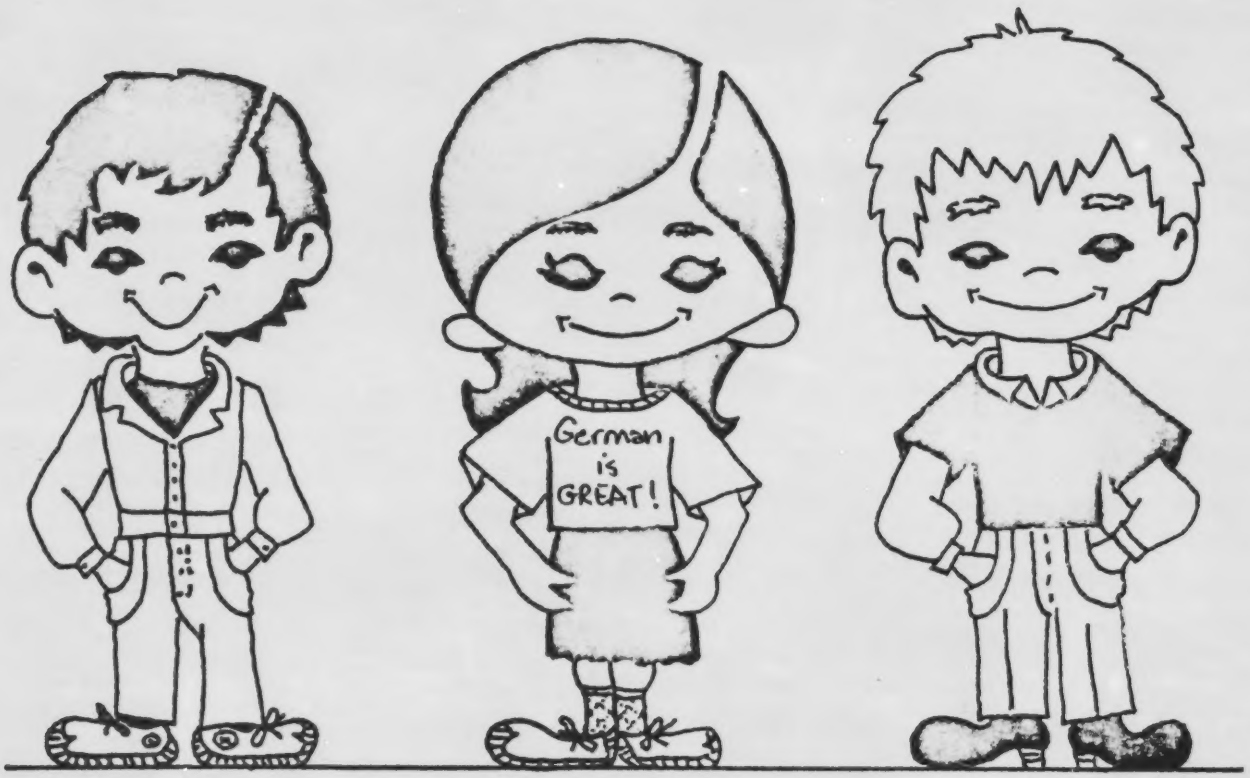

any bright color
brown
black
outline in black, color brown
red


black
outline in black, color blue
red

Ja or Nein Game

39

V-6



Ja or Nein Game

SCRIPT FOR "HANSEL AND GRETEL"

(Hold up visual with corresponding number.)

1. Hänsel and Gretel lived in a small house with a nice father and a very mean stepmother.

2. One evening they overheard how their stepmother planned to send them into the woods to get lost there.

3. In the morning their father and stepmother took them to the woods and told them to wait until evening. But the parents never returned.

4. However, Hänsel had marked the path he and Gretel took with small gravel so they could find their way home.

5. The father was very happy to see his children again, but the stepmother was not.

6. The stepmother took them to the woods again. This time, Hänsel took along handfuls of peas to mark the way home.

7. Hänsel and Gretel slept under a tall tree.

8. When they woke up in the morning, the peas were gone. Birds had picked them during the night!

9. They walked and walked until they came to a small house made of gingerbread.

10. In this gingerbread house lived a very wicked witch, who made Gretel do all the work. She put Hänsel into a cage to fatten him.

11. One day the witch was putting wood into the fire, when Gretel quickly let Hänsel out of the cage. They pushed the witch into the oven, where she burned to death.

HANSEL AND GRETEL

Hansel and Gretel 1

Hansel and Gretel 2

Hansel and Gretel 3

Hansel and Gretel 4

Hansel and Gretel 5

Hansel and Gretel 6

Hansel and Gretel 7

Hansel and Gretel 8

Hansel and Gretel 9

Hansel and Gretel 10

Hansel and Gretel 11

Colors in German

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent
July 1981

Preface

These materials are designed for use and implementation by the elementary (K-3) classroom teacher. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. Because they are designed to be used by teachers who may not have had any background in the foreign language, the core of each lesson (tape script) is highly structured. The teacher, however, should feel free to adapt the tape script to meet the needs, interests, and abilities of his/her students. Foreign language learning does require a certain amount of repetition in order to acquire the oral skills of listening and speaking. However, if a tape script becomes too repetitive or if more repetition is needed, the teacher should feel free to omit or repeat sections of the tape script as needed. The ultimate decision on the method of presentation should be the teacher's, based on the developmental level and readiness of the children in the class.

These materials have been organized into units and each unit is divided into lessons. In each lesson there are two "levels" of material, one specifically designed for kindergarten and one for grades 1, 2, or 3. If it is felt that the materials designed for grades 1, 2, or 3 would be more appropriate for a kindergarten class or vice versa, the teacher should use those materials he/she feels would best meet his/her needs and the needs of the pupils.

In addition to the teaching guidelines and tape scripts, other visual and worksheet-type materials are included in each unit. All of the visuals in these materials will lend themselves to the making of overhead transparencies via a photocopy process or the production of electronically made ditto masters. Neither of these efforts will damage the materials.

Should teachers want to use only a part of a page for an overhead transparency or a ditto master, good quality photocopies will often serve as masters or originals. Using a photocopy in this way permits the teacher to "cut and paste" visuals as he/she desires, leaving the set of materials intact.

Teachers preferring to make posters or desiring to enlarge the visuals in the materials can do so by utilizing an opaque projector. The piece of posterboard or a large piece of construction paper can be "tacked" to the wall with masking tape. The image can be traced in pencil. When the outline is completed, the whole can be finished using felt markers or crayons.

In reproducing visual aids other than overhead transparencies (posters, flashcards), the teacher should use paper with enough "body" to stand up to repeated handling (posterboard, construction paper) and make bold lines which will "carry" to all parts of the class and can be easily seen.

Teachers should feel free to replace visuals in these materials with those they already have. If there are boy and girl puppets available, they may be used. If a teacher has visuals for the teaching of the colors or articles of clothing, those may be used.

Teachers also should not forget the possibility of putting up teaching bulletin boards--displays using items and pictures which can be pointed to in conducting recitation and practices.

There is a set of tapes accompanying each unit. These tapes are designed to assist the teacher who has had no training in the foreign language being taught. If, however, the teacher has had some language training and feels that he/she could teach the materials without the tapes, it is recommended that this be done. The tapes could, however, still be used as pronunciation aids and for reinforcement activities.

There is no sequencing of the units envisioned other than the presentation of the introductory unit first. After that, any order is acceptable. The material is designed for use in self-contained classes or individually guided education (IGE) classes and can be used for groups or for individuals.

Acknowledgments

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The materials were authored by Joanne Jones, Adjunct Professor at Indiana University-Purdue University at Indianapolis; Sherry Eggers, Spanish Teacher in the Indianapolis Public Schools; and Ruth Ann Martin, German Teacher, Guion Creek Middle School, Indianapolis. Lorraine A. Strasheim, Indiana University Coordinator for School Foreign Languages has served as the graphic artist for the visual materials. She has also served as consultant to the project, providing many suggestions for the content and format of these materials. Linda Dunlap and Frédérique Masson both free-lance artists have also contributed to the development of the visual materials.

With the support and aid of John A. Harrold, Director of the Division of Curriculum, Walter H. Bartz, State Foreign Language Consultant, has coordinated the project and has carried out the evaluation and dissemination phase.

These materials have been piloted by teachers throughout the state and their comments have provided valuable information for the final revision of this publication.

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Table of Contents

	Page
Colors in German Objectives Kit Contents Activities Materials	1
Unit Vocabulary	3
Lesson 1 Guidelines	5
Lesson 1 Tape Script Kindergarten	7
Grades 1, 2, or 3	8
Lesson 2 Guidelines	9
Lesson 2 Tape Script Kindergarten	11
Grades 1, 2, or 3	12
Lesson 3 Guidelines	14
Lesson 3 Tape Script Kindergarden	16
Grades 1, 2, or 3	18
Lesson 4 Guidelines	20
Lesson 4 Tape Script Grades 1, 2, or 3	22
Lesson 5 Guidelines	23
Lesson 5 Tape Script Grades 1, 2, or 3	24
Lesson 6 Guidelines	25
Lesson 6 Tape Script Grades 1, 2, or 3	26
Lesson 7 Guidelines	28
Lesson 7 Tape Script Grades 1, 2, or 3	28
Visuals and Worksheets	29

COLORS IN GERMAN
Kindergarten, Grades One, Two, or Three

A WORD TO THE TEACHER: Although objectives, materials, activities, and detailed lesson plans have been defined for grade levels, teachers are presented with all of the materials for all of the grades so that they can make instructional decisions fitting their students' interests and abilities. A teacher with a kindergarten class that has children designated as "gifted" might, for example, find the materials for grades 1-3 more appropriate.

Objectives

Kindergarten:

1. The students will understand and say the colors rot, blau, weiss, grün, gelb, gold, and schwarz.
2. The students will be able to say die deutsche Fahne and ich.
3. The students will be able to recognize and describe the German flag.
4. The students will discuss a German artist and a German art print.
5. The students will sing a German song.

Grades One, Two, or Three: All of the above, plus the colors orange, violett, and braun. The students will also color and discuss flags from other German-speaking countries.

Kit Contents

Kindergarten:

1. Tape and directions for presentation and practice of colors (6 lessons)
2. Tape and words of song Grün, Grün, Grün Sind Alle Meine Kleider
3. Teacher directions for presentation of flag and other flag-related activities
4. Teacher directions for presentation and discussion of a German artist and art print
5. Worksheets and visuals:
   - Flag activity (V-1)
   - Grün, Grün Grün Sind Alle Meine Kleider song (V-9)
   - "Fishing for Colors" game and directions (V-11, V-12, and V-13)

Grades One, Two, or Three:

1. All of the above (for 7 lessons), plus
2. Additional worksheets and visuals:

Lotto and bingo game (V-2 and V-3)
Valerie Wurm and directions (V-4, V-5, V-6, V-7 and V-8)
Kennst du die Farben? - Ice cream (V-10)
Flags of German-speaking countries (V-14)
"Color Wheel" game (V-15)
Word search worksheet (V-16)
Unscramble words worksheet (V-17)
Kennst du die Farben? - House (V-18)
Crossword puzzle (V-19)
Matching exercise worksheet (V-20)
Word flash cards (V-21, V-22 and V-23)

3. Historical background information on German flag

Activities

*indicates materials and/or activities are included in Kit.

Kindergarten:

1. Making a German flag*
2. Playing "Fishing for Colors" game*
3. Singing Grün, Grün, Grün Sind Alle Meine Kleider*
4. Making snow/rain pictures*
5. Playing Ich game*
6. Playing "Twister" game
7. Discussing flags and German flag
8. Discussing art print

Grades One, Two, or Three:

1. Numbers 4, 6, 7, and 8 above, plus
2. Describing colors they are wearing
3. Playing color lotto or bingo*
4. Doing word search worksheet*
5. Doing unscramble words worksheet*
6. Playing Valerie Wurm game*
7. Coloring in flags*
8. Playing Welche Farbe? game*
9. Playing with "Color Wheel"*
10. Doing crossword puzzle
11. Doing matching worksheet

Materials

*indicates materials and/or activity are included in Kit.

Kindergarten:

1. Black, red, and gold (yellow) 12"x18" construction paper
2. Colored fish, magnet, string, dowel rod, paper clips, scissors, glue, markers (blank fish in Kit*)

3. 9"x12" sheets of construction paper for each color being taught
4. Food coloring
5. Powdered paint
6. Paper toweling, white paper
7. "Twister" game sheet

Grades One, Two, or Three:

1. Numbers 2, 3, 4, 5, 6 and 7 above, plus
2. Flash cards with written words for each color*
3. Lotto worksheets*
4. White construction paper
5. Worksheets V-1 through V-23*
6. Cardboard, rubberbands

Optional Activities

Kindergarten:

1. Playing color lotto* (see activities for Grades 1, 2, or 3)
2. Making color collages: Have children make collages using colors learned and then describe them in German.

Vocabulary

Kindergarten:

A. Student

I	ich	(ikh)
blue	blau	(blou) (rhymes with "cow")
white	weiss	(vighss)
red	rot	(roat)
green	grün	(grewn)
yellow	gelb	(gehlp)
gold	gold	(golt)
black	schwarz	(shvahrts)
this is	das ist	(dahss ist)
the German flag	die deutsche Fahne	(dee DOI-cha FAH-na)

B. Teacher

What is this?	Was ist das?	(vahss ist dahss)
What color is this?	Welche Farbe ist das?	(VEHL-kha FAHR-ba ist dahss)
Let's sing.	Singen wir!	(ZING-en veer)
Here is	Hier ist	(heer ist)

Grades One, Two, or Three:

A. Student

red	rot	(roat)
orange	orange	(oh-RAHNZH)
yellow	gelb	(gehlp)
green	grün	(grewn)
blue	blau	(blou) (rhymes with "cow")
purple	violett	(vee-oa-LEHT)
brown	braun	(broun)
black	schwarz	(shvahrts)
white	weiss	(vighss)
gold	gold	(golt)
color(s)	Farbe(n)	(FAHR-ba)

B. Teacher

What is this?	Was ist das?	(vahss ist dahss)
What color is this?	Welche Farbe ist das?	(VEHL-kha FAHR-ba ist dahss)
What colors are you wearing?	Welche Farben trägst du?	(VEHL-kha FAHR-ban traikst doo)
Read. (pl.)	Lest!	(layst)
Read. (sing.)	Lies!	(lees)

MATERIALS NEEDED FOR LESSON 1

Kindergarten:
1. German flag
2. Puppets (if desired)

Grades One, Two, or Three:
1. 9"x12" sheets of colored construction paper, three or four for each color being taught (in this lesson: red, yellow, blue, and green)
2. "Twister" game sheet
3. Red, yellow, green and blue powdered paints
4. Sheets of white paper or paper towels
5. Red, yellow, green, and blue food coloring
6. Tin pie plates

LESSON 1 GUIDELINES

Kindergarten:

1. As the tape plays the three colors to be learned, hold up the German flag and point to each color. (This can be done by the teacher or puppet. Feel free to use the puppets anytime during the unit.)

2. After the students have heard the words several times, encourage them to repeat the colors, first as a group, then individually.

3. After the initial presentation on tape, for reinforcement, hold up the German flag and say Welche Farbe ist das? The student replies Es ist and then names the color. Drill colors several times. Correct responses are: Es ist schwarz or Es ist rot or Es ist gold.

4. Teach and discuss the German flag. You may use any of the following suggestions:

    a. Begin your discussion with "This is the flag of Germany. Do you know what a flag is?"

    b. Discuss what a flag is and how flags started (i.e., identification in battle during times of war; identification for kings and various noble families; symbols of people, places or countries).

    c. Compare the German flag to the American flag in terms of colors, design, etc.

5. The students will hear hört zu (listen), wiederholt (repeat) and antwortet (answer) throughout the tapes. Please explain these words and their meaning before each tape. After a few lessons the students will become familiar with them.

Grades One,
Two, or Three:

1. Number 5 above, plus

2. As the tape plays the colors to be learned, hold up the corresponding sheets of 9"x12" construction paper. A puppet can do this if you choose to use the puppets.

3. After hearing the colors several times, encourage the class to repeat the colors first as a group, then individually.

4. For reinforcement, hold up a sheet of colored paper and say Welche Farbe ist das? The student replies Es ist and names the color. Drill class first as a group, then individually.

5. Play the "Twister" game. You can either make your own spinner board or have students call out the moves at random. Substitute colors in German.

6. Rain pictures: Students put whatever colored paints they like on a piece of white paper, then put the paper out in the rain to see what kind of design is made by the rain falling on the paints. Be sure the children identify in German the colors in their painting.

   Snow paintings: Have children fill tin pie plates with snow and sprinkle various colors of food coloring in any manner on the snow. Then they can place a sheet of paper toweling on top and watch the toweling absorb the colors. Be sure students identify the colors in German. Commercial paper toweling (preferably white) works much better than store-bought towels.

Tape Script - Kindergarten - Lesson 1

Teacher Instructions		Script	Student Response
Start Tape			
Cup hands to ears.	Hört zu:		
Hold up German flag and point to colors along with tape.	Das ist:	schwarz	
		rot	
		gold	
		schwarz	
		rot	
		gold	
Point to mouth. Continue to hold up flag and point to colors as tape says them.	Wiederholt:	schwarz	schwarz
		rot	rot
		gold	gold
		schwarz	schwarz
		rot	rot
		gold	gold

Stop Tape: Drill students' comprehension of colors by holding up the flag and pointing to a color, asking Welche Farbe ist das? Mix up the order of colors. Next call on individuals as you do the same.

ACTIVITY: Discuss flags and the German flag.

Tape Script - Grades 1, 2, or 3 - Lesson 1

Teacher Instructions	Script		Student Response
Start Tape			
Hold up colored paper in the following order:			
red	Hört zu:	rot	
yellow		gelb	
blue		blau	
green		grün	
red		rot	
yellow		gelb	
blue		blau	
green		grün	
red	Wiederholt:	rot	rot
yellow		gelb	gelb
blue		blau	blau
green		grün	grün
red		rot	rot
yellow		gelb	gelb
blue		blau	blau
green		grün	grün

Stop Tape: Drill class by holding up various colors and mixing up the order, first asking the group, then individuals.

ACTIVITY: Hand out various sheets of colored paper (3 or 4 of each color) to different students. Either you or a student call out a color in German. The students holding that color must stand, say Ja, and repeat the color in German or indicate somehow they have the color.

ACTIVITY: Play "Twister."

ACTIVITY: Make rain/snow pictures.

MATERIALS NEEDED FOR LESSON 2

Kindergarten:
1. 12"x18" sheets of black, red, and gold construction paper
2. Scissors, paste
3. German flag

Grades One, Two, or Three:
1. 9"x12" sheets of colored construction paper (the colors learned thus far)
2. Art print, poster or picture
3. "Twister" game

LESSON 2 GUIDELINES

Kindergarten:

1. Review black, red and gold using same method as lesson 1.

2. Teach Das ist die deutsche Fahne.

3. Make a German Flag: Cut 12"x18" pieces of black, red, and gold construction paper in thirds horizontally. Paste a strip of black on top of a 12"x18" backing sheet, a strip of red in the center, and a strip of gold (yellow can be used) on the bottom.

Grades One, Two, or Three:

1. Review red, yellow, blue, and green using same method as lesson 1.

2. Teach new colors: orange, purple, black, brown, and white.

3. Hold up a sheet of colored paper and ask Welche Farbe ist das? Student replies Es ist and then names the appropriate color. Do this with the class as a group and then with individuals. After drilling the new colors, mix in some of the colors learned in the previous lesson.

4. Discuss an art print by a German artist (see lesson 4 of kindergarten unit) or an attractive art poster or a very large, colored picture. If you use an art print (available from most public libraries), point to a color the students have learned and ask Welche Farbe ist das? Do this for each color.

To add further cultural content, give some information on the background of the artist and on his or her style. Have the students discuss the painting. Ask them how they "feel" about the picture: cool, good, happy, content, angry, etc. How do they think the artist felt? Why do they think the artist painted this picture?

5. Point out to the students that rot resembles "red" and grün resembles "green" in English. This might help them to remember these colors. Note also that "orange" is spelled the same in both languages but pronounced differently.

Tape Script - Kindergarten - Lesson 2

Teacher Instructions	Script		Student Response
Hold up any black, red and gold (yellow) objects.	Hört zu: Das ist	schwarz	
		rot	
		gold	
		schwarz	
		rot	
		gold	
Continue holding objects.	Wiederholt:	schwarz	schwarz
		rot	rot
		gold	gold
		rot	rot
		gold	gold
		schwarz	schwarz
Hold up German flag.	Hort zu:	Das ist die deutsche Fahne.	
		Das ist die deutsche Fahne.	
Continue holding up flag.	Wiederholt:		
		Das ist die deutsche Fahne.	Das ist die deutsche Fahne.
		Das ist die deutsche Fahne.	Das ist die deutsche Fahne.
	Antwortet: Was ist das?		
		Das ist die deutsche Fahne.	Das ist die deutsche Fahne.

Stop Tape: Ask Was ist das? to evoke the response Das ist die deutsche Fahne. Drill the class as a whole, then individuals. Explain meaning of the German if they don't seem to understand.

ACTIVITY: Make a German flag. When they are done with their flags, students might want to show off their artwork and their German by standing in front of the class and saying Das ist die deutsche Fahne.

Tape Script - Grades 1, 2, or 3 - Lesson 2

Teacher Instructions	Script		Student Response
Start Tape			
Hold up appropriate sheet of colored paper.	Hört zu:	rot	
		gelb	
		blau	
		grün	
		blau	
		grün	
		gelb	
		rot	
	Wiederholt:	rot	rot
		gelb	gelb
		blau	blau
		grün	grün
		gelb	gelb
		blau	blau
		rot	rot
		grün	grün
	Hört zu:	orange	
		violett	
		schwarz	
		braun	
		weiss	
		orange	
		violett	
		schwarz	
		braun	
		weiss	
	Wiederholt:	orange	orange
		violett	violett
		schwarz	schwarz
		braun	braun
		weiss	weiss
	Weiderholt:	orange	orange
		violett	violett
		schwarz	schwarz
		braun	braun
		weiss	weiss
		orange	orange
		blau	blau
		weiss	weiss
		schwarz	schwarz
		rot	rot
		violett	violett
		gelb	gelb
		braun	braun
Stop Tape			

Verification: Hold up appropriate sheet of colored paper and ask Welche Farbe ist das? Students should respond Es ist and name each color. Mix in the old colors.

ACTIVITY: Discuss art print, poster or any large, colored picture.

ACTIVITY: Play "Twister."

MATERIALS NEEDED FOR LESSON 3

Kindergarten:
1. "Twister" game (plastic game sheet)
2. Red, yellow, blue, white, and green sheets of construction paper
3. German flag

Grades One, Two, or Three:
1. Bingo or lotto boards (V-2 and V-3)
2. 9"x12" sheets of colored construction paper
3. Puppets (Hans and Gretel)
4. Game Valerie Wurm (V-4 through V-8)

LESSON 3 GUIDELINES

Kindergarten:

1. Introduce colors blau (blue), weiss (white), grün (green), and gelb (yellow), using same techniques as in other lessons.

2. "Twister" Game: You can either make your own spinner board or have students call out the moves at random. Be sure and substitute colors in German. This can be repeated often.

Grades One, Two, or Three:

1. Review orange, purple, black, brown, and white using same method as in other lessons.

2. Have students describe the colors they are wearing. The question for this is on tape: Welche Farben trägst du? Do not, on this level, attempt to put colors and clothing together.

3. Lotto or Bingo: Play with the whole group or in small groups of 2, 3, or 4. This is an excellent method to practice saying the colors and to practice oral comprehension of the colors. Games can be repeated all through the year. For Bingo, have students color in a lotto sheet in any order, making every square a different color (white can be done by leaving one square uncolored); for durability, run off the lotto stencil on cardboard, if your school has that facility, and then laminate with clear contact paper. Call out the colors at random, keeping a record of the colors you call. Markers can be pieces of paper cut to size. First child to have a row filled wins. Child must call off the colors of his/her row. For Lotto, cards are colored in the same way. Provide players with a deck of "cards." Cards are simply pieces of colored paper (the same colors they have learned.)

First player pulls a card from the deck and says it in German before laying it down on the appropriate square. The second player does likewise, until one player either fills the whole paper or a row. If a player can't say the color in German, he or she must put it under the deck and the next player has a turn. The deck must have at least 4 or 5 cards of each color.

5. Puppets Hans and Gretel can be used for describing the colors they are wearing.

6. Valerie Wurm: This game, to reinforce colors with a small group, is a good learning center activity.

Tape Script - Kindergarten - Lesson 3

Teacher Instructions		Script	Student Response
Start Tape			
Hold up appropriate pieces of colored construction paper.	Hört zu:	schwarz rot gold	
	Wiederholt:	schwarz rot gold	schwarz rot gold
Hold up German flag.	Hört zu:	Was ist das? Das ist die deutsche Fahne.	
Continue to hold up German flag.	Antwortet:	Was ist das?	Das ist die deutsche Fahne.
		Was ist das?	Das ist die deutsche Fahne.
Hold up colored paper in following order:			
green	Hört zu:	grün grün	
green	Wiederholt:	grün grün	grün grün
yellow	Hört zu:	gelb gelb	
yellow	Wiederholt:	gelb gelb	gelb gelb
green yellow yellow green		grün gelb gelb grün	grün gelb gelb grün

Stop Tape: Drill students, first as a group, then individually. Hold up a piece of colored paper and ask Welche Farbe ist das?

Tape Script - Kindergarten - Lesson 3 - Cont. (2)

Teacher Instructions	Script		Student Response
Start Tape			
Hold up colored paper in following order:			
blue	Hört zu:	blau blau	
blue	Wiederholt:	blau blau	blau blau
white	Hört zu:	weiss weiss	
white	Wiederholt:	weiss weiss	weiss weiss
blue		blau	blau
white		weiss	weiss
white		weiss	weiss
blue		blau	blau

Stop Tape: Drill students on all four colors (green, yellow, white, and blue), first as a group, then individually, by using colored paper.

Start Tape:

Hold up colored paper in following order:	Antwortet:	
white	Welche Farbe ist das?	weiss
green	Welche Farbe ist das?	grün
yellow	Welche Farbe ist das?	gelb
blue	Welche Farbe ist das?	blau
green	Welche Farbe ist das?	grün
white	Welche Farbe ist das?	weiss
blue	Welche Farbe ist das?	blau
yellow	Welche Farbe ist das?	gelb

Stop Tape

ACTIVITY: Play "Twister."

Tape Script - Grades 1, 2, or 3 - Lesson 3

Teacher Instructions	Script		Student Response
Start Tape			
Hold up different colored objects or paper as color is said. There is a pause after each color for students to repeat.	Wiederholt:	rot	rot
		gelb	gelb
		blau	blau
		grün	grün
	Hört zu:	orange	
		violett	
		schwarz	
		braun	
		weiss	
		orange	
		violett	
		schwarz	
		braun	
		weiss	
	Wiederholt:	orange	orange
		violett	violett
		schwarz	schwarz
		braun	braun
		weiss	weiss
		orange	orange
		violett	violett
		schwarz	schwarz
		braun	braun
		weiss	weiss
Now the two puppets, Hans and Gretel, enter.			
Gretel speaks to Hans.	Welche Farben trägst du, Hans?		
Hans replies as he points them out.	Grün, gelb, weiss, rot, schwarz (or whatever colors your puppet is wearing).		
Hans speaks to Gretel.	Welche Farben trägst du, Gretel?		
Gretel replies as she points out the colors she is wearing.	Rot, grün, gelb, weiss (or whatever colors your puppet is wearing).		
Stop Tape			

Verification: Call on various students and ask each Welche Farben trägst du? First verify class knows what the question means. Then have them give you all the colors they are wearing.

ACTIVITY: Play Lotto.

ACTIVITY: Play Bingo.

ACTIVITY: Play Valerie Wurm.

MATERIALS NEEDED FOR LESSON 4

Kindergarten:
1. Art print (or a poster or large picture)
2. Information on the life and works of the artist

(Note: There is no tape script for this lesson.)

Grades One, Two, or Three:
1. 9"x12" sheets of colored construction paper for drilling colors
2. Valerie Wurm (V-4 through V-8)
3. Written word flash cards for schwarz, rot, and gold
4. Information on German flag (V-1)

LESSON 4 GUIDELINES

Kindergarten:

In this lesson you will be reviewing the colors learned (rot, blau, weiss, grün, gelb, gold, and schwarz) by discussing an art print, an attractive art poster, or a very large, colored picture. If you use an art print (available from most public libraries), point to a color the students have learned and ask Welche Farbe ist das? Do this for each color, letting many of the students answer and repeat the colors. To add further cultural content, give some information on the background of the artist (if an art print is used). Have the students discuss the painting. Ask them how they "feel" about the picture: cool, good, happy, content, angry, etc. How do they think the artist felt? Why do they think the artist painted this picture?

If an art print is used, it is suggested that one of Paul Klee's paintings be chosen. Although he is not German-born, he was born in a German-speaking country (Switzerland) and lived in Germany most of his life. Art prints of his works are usually quite easy to acquire. Klee (pronounced "clay") was born on December 17, 1879, in Münchenbuchsee, Switzerland. He learned to love music from his father, a German music teacher. In 1898, Klee went to Munich, where he married Lily Stompf. There one son, Felix, was born in 1907. He took several trips to Italy, where he studied the great art of the past, but it was his one short visit to Tunisia that was most important to his work. The brilliant red sun over Tunisia seemed to make all colors brighter and deeper. Klee began to study color and once said, "Color and I are one." Paul Klee was a very thoughtful man. He took long walks alone and loved to watch the flowers and

leaves moving gently in the breeze. He painted on small canvases and chose such subjects as yellow birds resting on small purple branches, floating cities of squares and rectangles, or mazes of lines and arrows. At first glance, his paintings might look like the work of a child, for he made figures of circles and dots, but Klee's paintings are really among the most well planned and finely executed works of this century. After 1920, Klee taught at the Bauhaus, an art school in Germany. In 1931, he left to become a professor at the Academy of Fine Arts in Düsseldorf. Disagreeing with Nazi policies, Klee left Germany in 1933 and returned to Switzerland, where he lived until his death on June 30, 1940.

Grades One, Two, or Three:

1. Review all the colors learned by drilling with colored paper or objects.

2. Teach students to read schwarz, rot, and gold by using flash cards and tape. Point out to students that the color gold is introduced for the first time here because of the work with the German flag. Also point out that even though it is spelled the same way as in English, it is pronounced differently (the final "d" sounds like a "t" and the "o" sounds more like a short "a".) Note also the similarity between the German blau and the English "blue."

3. Welche Farbe Game: Name several objects in English and have students give the color in German (examples: tomato-rot, snowman-weiss, sky-blau, grass-grün). Divide the class into two teams, giving each side a word and keeping score. A running score over a few days keeps their interest long enough to make this an effective and quick review.

4. Discussion of German flag: Use as much of the following materials as is applicable to the level, knowledge and interest of your class. If they have had French on the kindergarten level, they will already have done much of this. However, it is intended for this level.

    a. Explain that this is the flag of Germany and ask, "What is a flag?" Then discuss what a flag is and how flags started (i.e., identification in battle during times of war; identification for kings and various noble families; symbols of people, places or countries).
    b. Compare the German flag to the American flag in terms of colors, design, etc.
    c. Discuss the history of the German flag (see attached background materials).

Tape Script - Grades 1, 2, or 3 - Lesson 4

Teacher Instructions	Script		Student Response
Review and drill colors by holding up all those learned and having students name them.			
Start Tape	Wiederholt:	rot	rot
		orange	orange
		gelb	gelb
		grün	grün
		blau	blau
		violett	violett
		braun	braun
		schwarz	schwarz
		weiss	weiss
Hold up appropriate flash cards.	Hört zu:	schwarz	
		gold	
		rot	
		schwarz	
		gold	
		rot	
Explain meaning of lest. Hold up appropriate flash card.	Lest:	schwarz	schwarz
		gold	gold
		rot	rot
		schwarz	schwarz
		gold	gold
		rot	rot

Stop Tape: Verify students know what lest means. Drill with flash cards, first as a group, then individually. Use the cue lest as you drill.

ACTIVITY: Play Welche Farbe.

ACTIVITY: Discuss the German flag of today and the history of German flag. Be sure to have students give the flag's colors in German. See background material.

ACTIVITY: Play Valerie Wurm.

MATERIALS NEEDED FOR LESSON 5

Kindergarten:

1. Song Grün, Grün, Grün Sind Alle Meine Kleider (V-9)
2. Sheets of red, blue, white, yellow, black, gold (yellow), and green construction paper

(Note: There is no tape script for this lesson.)

Grades One, Two, or Three:

1. Sheets of black, red, and gold 12"x18" construction paper
2. Paste, scissors, and backing sheets (12"x18")
3. Cloth or large paper for a large flag or banner for the room
4. 9"x12" sheets of colored construction paper for drilling colors
5. Rot, blau, weiss, gelb, orange and grün written word flash cards
6. Worksheet Kennst du die Farben? - Ice cream (V-10)

LESSON 5 GUIDELINES

Kindergarten:

1. Grün, Grün, Grün Sind Alle Meine Kleider: This song will be a good review for some of the colors already learned. Naturally, it will take much repetition for the students to learn it. The words (in German and English) are included for your use.

2. Review all colors learned thus far.

3. Ich (I) Game: This is just another way to drill the students' knowledge of the 7 colors. Hand out a sheet of each color to 7 different students. Then ask "Who has rot?" The child with the red piece of paper must stand up and say, "Ich!" He/she must also say that color afterwards. Do likewise with the other colors.

Grades One, Two, or Three:

1. Review reading of black, red and gold by using flash cards.

2. Teach reading of gelb (yellow), orange (orange), and grün (green) by same method.

3. Make a German Flag: Cut 12"x18" pieces of black, red and gold construction paper in thirds horizontally. Paste a strip of black on top of a 12"x18" backing sheet, a strip of red in the center, and a strip of gold (yellow can be used) on the bottom.

Tape Script -- Grades 1, 2, or 3 - Lesson 5

Teacher Instructions		Script	Student Response
Start Tape			
Hold up appropriate written word flash card.	Lest:	schwarz	schwarz
		gold	gold
		rot	rot
		schwarz	schwarz
		rot	rot
		gold	gold
Hold up appropriate written word flash card.	Hört zu:	gelb	
		orange	
		grün	
		gelb	
		orange	
		grün	
	Lest:	gelb	gelb
		orange	orange
		grün	grün
		orange	orange
		grün	grün
		gelb	gelb
		gold	gold
		rot	rot
		grün	grün
		schwarz	schwarz

Stop Tape: Verify students are indeed reading by drilling individually and as a group with the written word flash cards. Mix in all 6 colors introduced thus far.

ACTIVITY: Make a German flag, plus a large flag or large banners for the room, if desired.

ACTIVITY: Do worksheet Kennst du die Farben? (Ice cream).

MATERIALS NEEDED FOR LESSON 6

Kindergarten:

1. Paper towels
2. Powdered paints
3. Pie plates
4. White paper
5. Food coloring
6. "Fishing for Colors" materials (V-11 through V-13)

(Note: There is no tape script for this lesson.)

Grades One, Two, or Three:

1. Written flash cards of all colors
2. Worksheets V-16, V-17, V-18 and V-19
3. World map
4. Flags of the various countries, if available
5. "Color Wheel" (V-15): cardboard, markers, clear contact paper, rubber bands

LESSON 6 GUIDELINES

Kindergarten:

1. Rain Pictures: Student puts whatever colored powdered paints (limited to the colors learned) he or she likes on a piece of white paper. The paper is put out in the rain to see what kind of design is made by the rain falling on the paints. Then the child can identify in German the colors in the painting.

   Snow Paintings: Fill tin pie plates with snow and sprinkle various colors of food coloring in any manner on the snow. Place a sheet of paper toweling on top and watch the toweling absorb the colors. Be sure students identify the colors in German. Commercial paper toweling (preferably white) works much better than store-bought towels.

2. "Fishing for Colors" Game: Patterns and directions are included in Kit. This is an excellent way to reinforce saying the 7 colors learned.

3. This lesson marks the end of the kindergarten component of this unit. However, feel free to repeat any lesson in whole or part in order to give the class a sound basis and to review any areas that need it.

Grades One,
Two, or Three:

1. Review reading of schwarz, rot, gold, orange, gelb, and grün.

2. Teach reading of blau, braun, violett, and weiss (blue, brown, purple, and white).

3. Once students have mastered reading the colors, worksheets V-16 through V-19 are applicable. You can either present them as a whole class activity or put them in a learning center with the games (Valerie Wurm, "Fishing for Colors" and the "Color Wheel").

4. Work together on flags of the German-speaking countries (V-14): This material is in addition to the introductory unit, and what you use will depend on what you did in that unit. (This is an excellent place to plug in a geography unit.) Discuss other countries in the world besides Germany who speak German, such as Austria, Switzerland, and Lichtenstein. It might be pointed out that the flag the children have worked with is the West German (Federal Republic of Germany) flag. The East German (German Democratic Republic) flag is identical to the West German flag except that it has a coat of arms in the center (described on V-1).

5. You may also want to bring in additional supplementary material on these countries: maps, posters, pictures, books, souvenirs, films (from the public library), etc.

Tape Script - Grades 1, 2, or 3 - Lesson 6

Teacher Instructions	Script	Student Response
Start Tape		
Hold up appropriate flash cards.	Lest: rot	rot
	gelb	gelb
	schwarz	schwarz
	orange	orange
	gold	gold
	grün	grün
Stop Tape		

Drill reading of the above colors with class and with individuals.

Tape Script - Grades 1, 2, or 3 - Lesson 6 - Cont. (2)

Teacher Instructions	Script		Student Response
Start Tape			
Hold up appropriate flash cards.	Hört zu:	braun blau violett weiss	
		braun blau violett weiss	
	Lest:	braun blau violett weiss	braun blau violett weiss
		blau violett braun rot grün weiss	blau violett braun rot grün weiss
		gold blau gelb violett orange braun weiss	gold blau gelb violett orange braun weiss

Stop Tape: Verify students know the new colors by drilling first as a group, then individually.

ACTIVITY: Do worksheet V-14 (work with map, German-speaking countries, etc.).

ACTIVITY: Do worksheets V-16 through V-19.

ACTIVITY: Play with "Color Wheel" (V-15).

MATERIALS NEEDED FOR LESSON 7

Grades One, Two, or Three:

1. Written flash cards (V-21 through V-23)
2. All worksheets and games
3. Worksheet V-20

LESSON 7 GUIDELINES

1. Review reading of all colors with flash cards.

2. There is no formal lesson on tape, as this is the last lesson. It is intended that you review and tie up loose ends. Do any activities or worksheets that you have not yet done. Encourage children to spend time at the learning center if they have not yet done so. Feel free to repeat any lesson, game, or activity where you feel extra reinforcement is needed.

3. One activity is on this tape, and that is an exercise designed to determine the children's ability to recognize in writing the spoken colors. The 9 colors are on tape. The children will have before them a sheet of paper with 9 exercises. They must select which word on the paper corresponds to the word being said on tape. They need not be graded. This is just a tool to see if the students are indeed learning the oral and written cues.

Tape Script - Grades 1, 2, or 3 - Lesson 7

Matching Exercise

The student will hear a color on tape. The student must put an X in the box next to the color he or she hears.

Correct answers:

1. rot
2. gelb
3. braun
4. grün
5. orange
6. schwarz
7. weiss
8. blau
9. violett

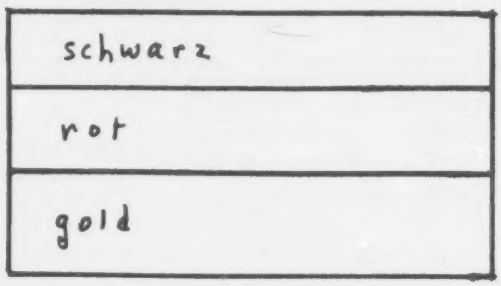
An interesting and educational activity is the making of reproductions of the German flag. Each child can make his or her own individual tricolor from black, red, and gold (yellow) construction paper. In addition, one large flag from cloth or large rolls of paper can be made to hang in the classroom to give a German atmosphere.

If time allows, banners and copies of flags of other German-speaking countries could be correlated as art projects in conjunction with the art teacher or simply as "free-time" or "in-room" activities.

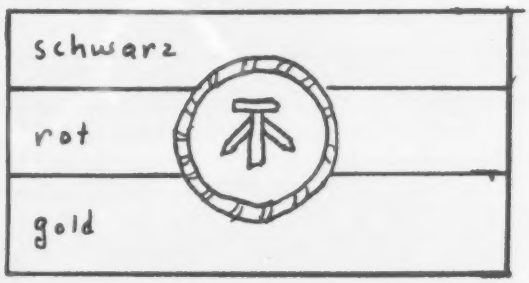
Historical Background of the German Flag

For more than a thousand years, the flag of the Holy Roman Empire, the predecessor of modern Germany, was black, red, and gold. In 1848, liberals seeking to unite Germany raised the same colors in the form of a flag with three stripes, the symbol of republicanism. After the defeat of the German Empire in 1918, the Weimar Republic adopted the same flag. In 1933, the Nazis replaced it with the swastika, which in turn was banned by the Allies in 1945. The Bonn Republic restored the Weimar flag in 1949.

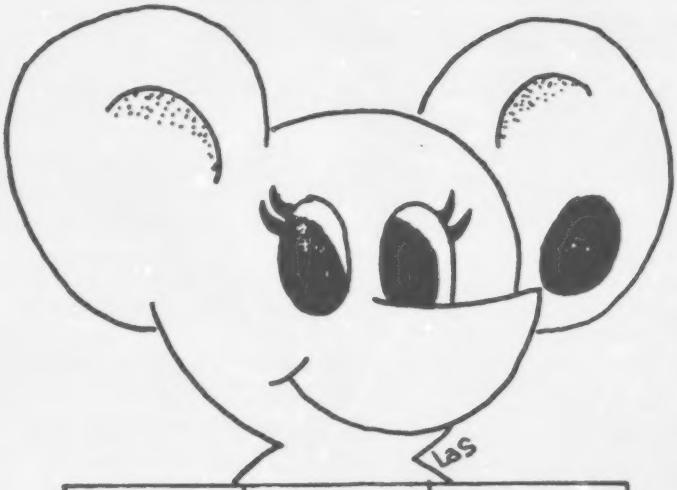
Both Germanies used the same flag until 1959, when the East German regime added its coat of arms. The arms include a compass, hammer, and wreath of wheat for the intellectuals, workers, and farmers.

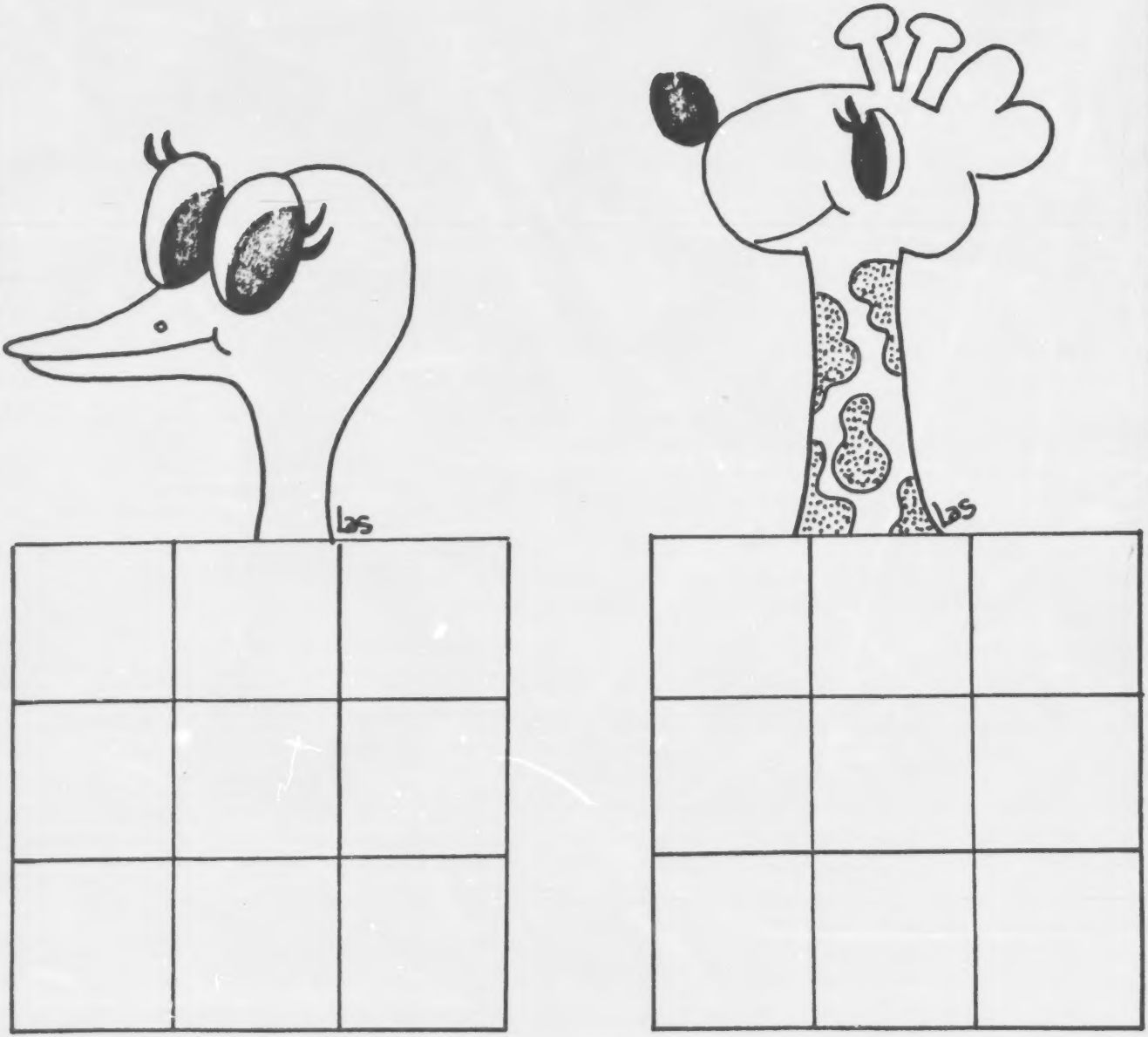


West Germany



East Germany





DIRECTIONS FOR VALERIE WURM GAME

Objective: To give the students the opportunity to practice saying and using the following colors: rot, gelb, blau, braun, orange, grün, violett, weiss

Materials Needed:
1. Valerie Wurm game board (included in Kit)
2. crayons, colored markers
3. clear contact paper
4. scissors
5. individual markers (included in Kit)
6. colored circles (included in Kit)
7. 6 1/2"x10" manilla envelope

1. Color each section of game board with one of the above colors. Likewise, color the rectangles on the cover. You may also decorate the rest of the cover if desired.

2. Cover with clear contact paper.

3. Color, cover with clear contact paper, and cut out individual markers.

4. Color game circles with the above colors (2 each color), and then cover with clear contact and cut out.

5. Print student directions on 10"x6 1/2" manilla envelope. Attach envelope to back of game board with clear contact paper.

6. Place markers and circles in envelope for a self-contained game that is ideal for a learning center.

Student directions to be printed on the envelope:

PLAY WITH VALERIE WORM!!

Directions

1. Choose a marker and put it in starting box (Anfang).

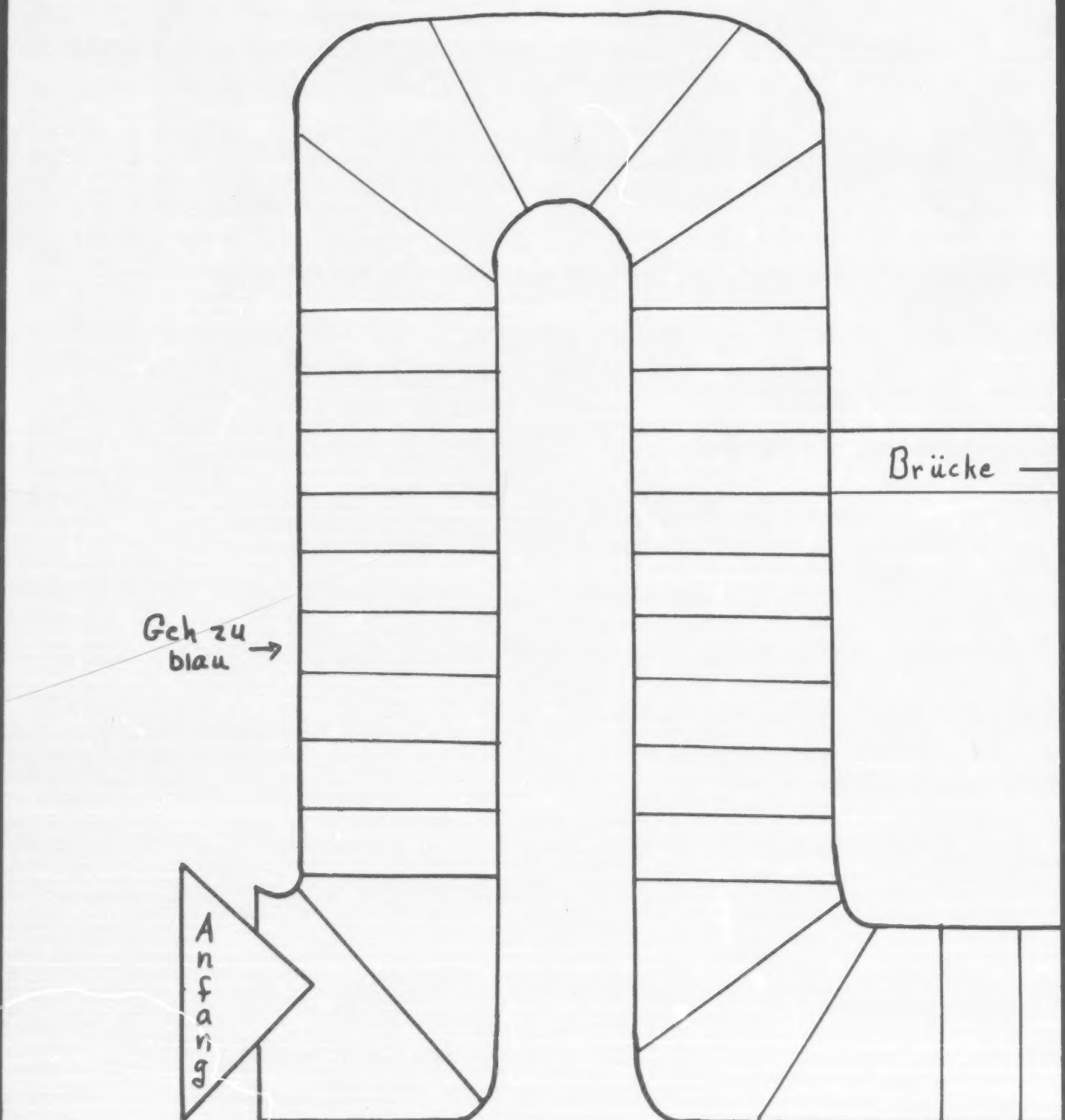
2. First player chooses, without looking, a colored circle from the envelope. Say that color in German, then move your marker to that color.

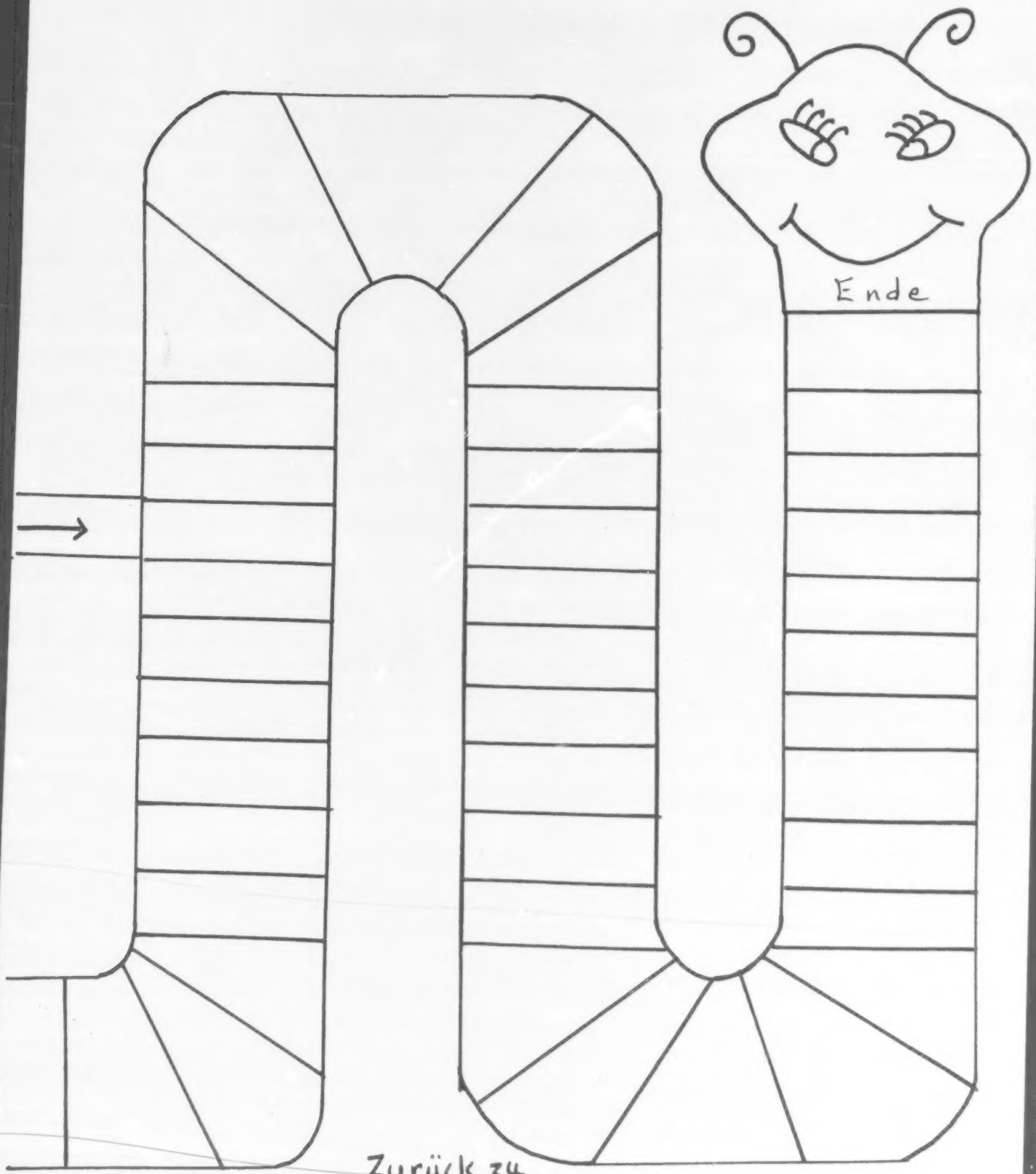
3. If a player can't say the color picked, he or she doesn't move and waits for next turn.

4. First to reach Valerie Wurm wins.

HAVE FUN!!

Spielt mit mir,
Valerie
Wurm!


Brücke
Geh zu blau
Anfang



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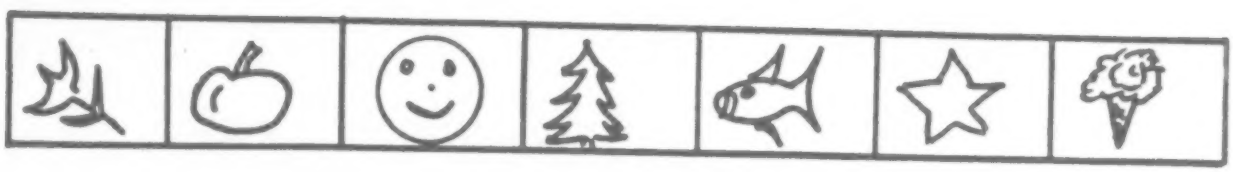
V-7



SONG: Grün, Grün, Grün Sind Alle Meine Kleider

Grün, grün, grün sind alle meine Kleider.
Grün, grün, grün ist alles, was ich hab.
Darum lieb ich alles, was so grün ist,
weil mein Schatz ein Jäger, Jäger ist.

Rot, rot, rot sind alle meine Kleider.
Rot, rot, rot ist alles, was ich hab.
Darum lieb ich alles, was so rot ist,
weil mein Schatz ein Reiter, Reiter ist.

Schwarz, schwarz, schwarz sind alle meine Kleider.
Schwarz, schwarz, schwarz ist alles, was ich hab.
Darum lieb ich alles, was so schwarz ist,
weil mein Schatz ein Schornsteinfeger ist.

Weiss, weiss, weiss sind alle meine Kleider.
Weiss, weiss, weiss ist alles, was ich hab.
Darum lieb ich alles, was so weiss ist,
weil mein Schatz ein Müller, Müller ist.

Bunt*, bunt, bunt sind alle meine Kleider.
Bunt, bunt, bunt ist alles, was ich hab.
Darum lieb ich alles, was so bunt ist,
weil mein Schatz ein Maler, Maler ist.

English translation:

Green, green, green are all my clothes.
Green, green, green is everything I have.
I love everything that is green,
because my sweetheart is a hunter.* (*The traditional hunting clothes in Germany are green.)

Red, red, red are all my clothes.
Red, red, red is everything I have.
I love everything that is red,
because my sweetheart is a rider (horseman).

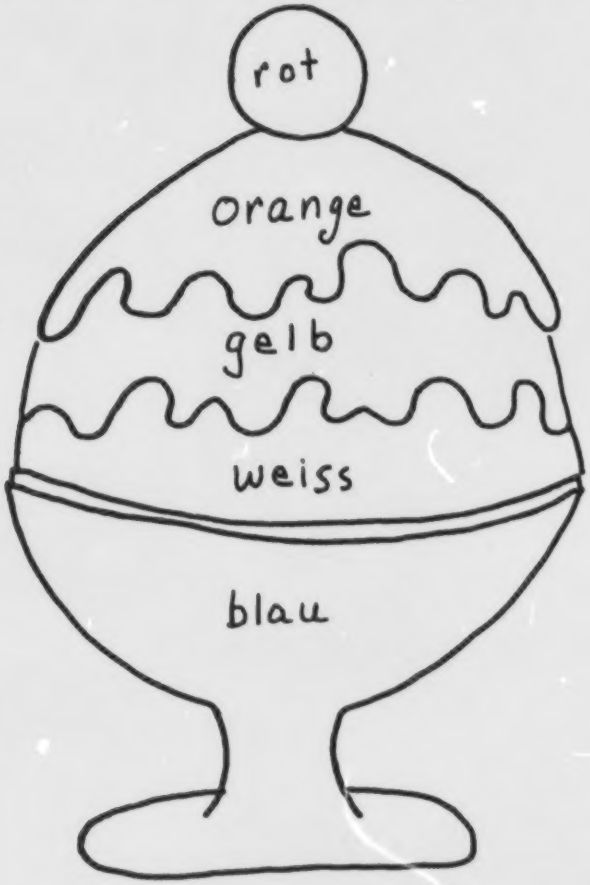
Black, black, black are all my clothes.
Black, black, black is everything I have.
I love everthing that is black,
because my sweetheart is a chimneysweep.

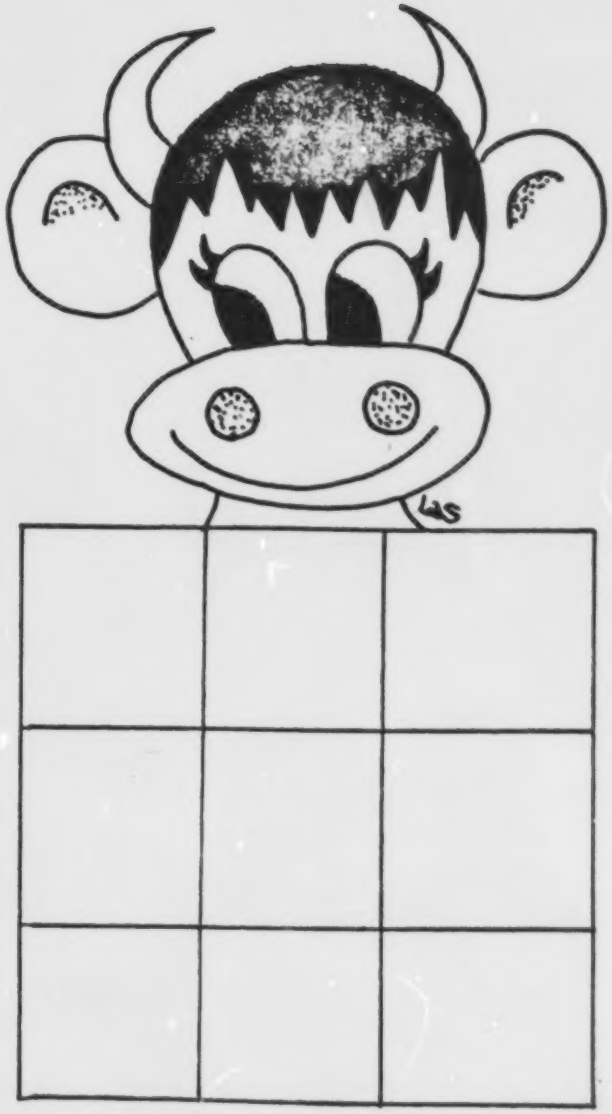
White, white, white are all my clothes.
White, white, white is everything I have.
I love everything that is white,
because my sweetheart is a miller.

Colorful,* colorful, colorful are all my clothes.
Colorful, colorful, colorful is everything I have.
I love everything that is colorful,
because my sweetheart is an artist (painter).

*There is no exact equivalent for "bunt" in English. It refers to anything that is made up of many colors, thus colorful.

Kennst du die Farben?





Namen

DIRECTIONS FOR "FISHING FOR COLORS" GAME

Materials Needed:

1. 10 cardboard fish (included in Kit)
2. string
3. 1 magnet
4. 10 paper clips
5. scissors
6. clear contact paper
7. crayons or color markers (corresponding to colors studies)
8. 2- or 3-foot dowel rod

1. Color fish, 2 for each of the 5 colors learned.

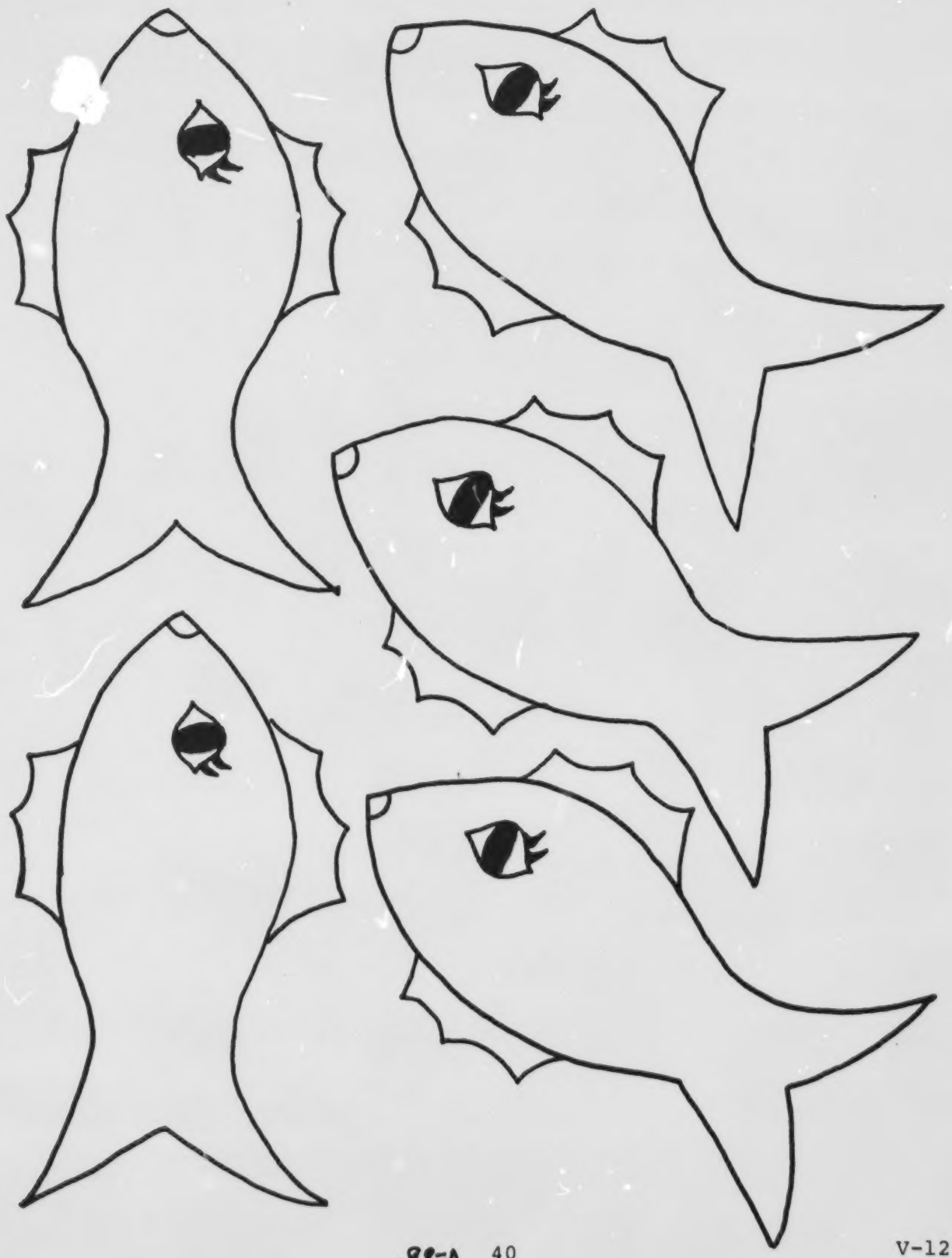
2. Cover fish with clear contact paper and cut them out.

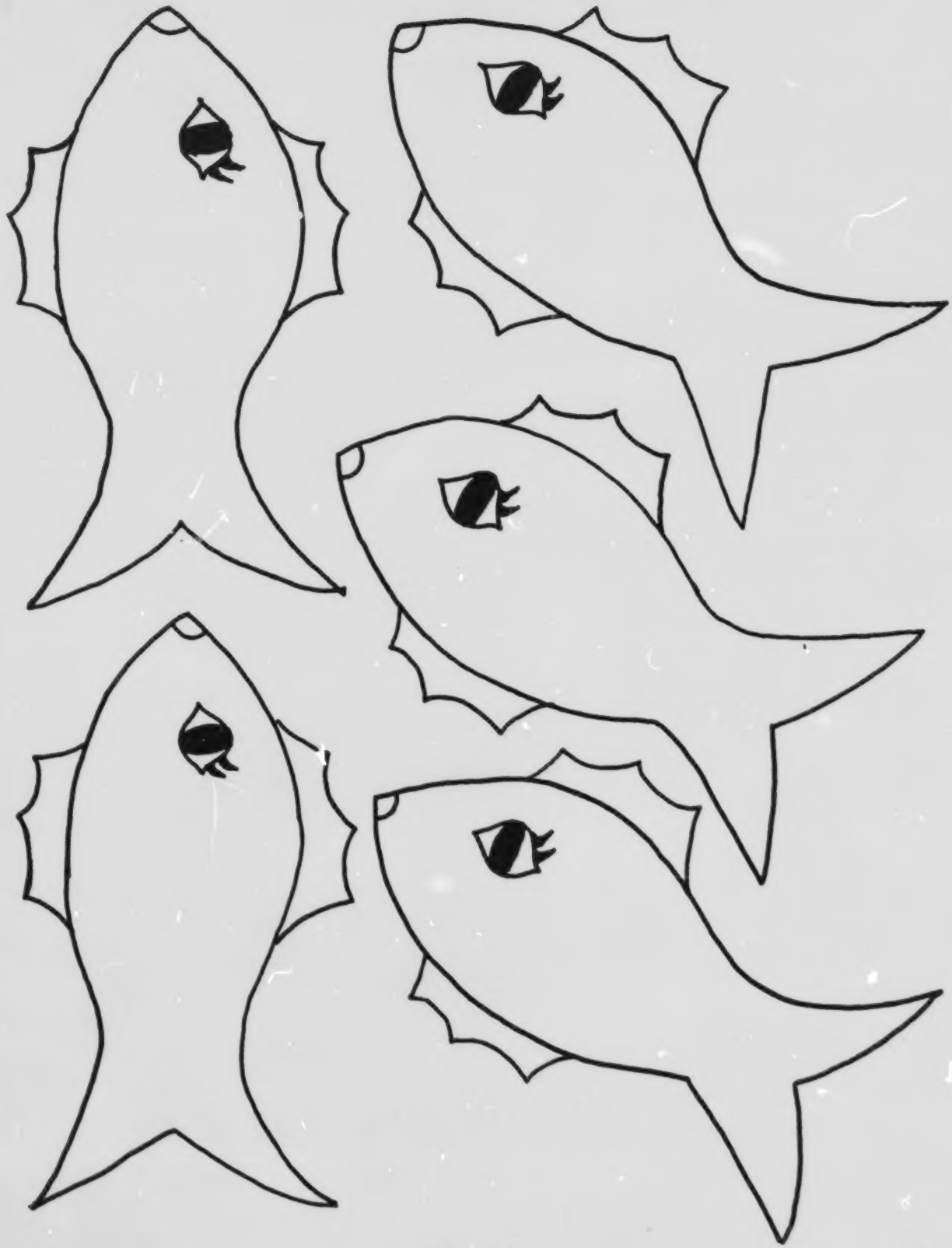
3. Attach a paper clip to each fish.

4. Attach to a dowel rod a piece of string with a magnet attached to the end.

5. Have children "fish" for the colored fish with the dowel rod and the magnet. The child must say the color in French to keep the fish. The child with the most fish wins. This is good for 2 or 3 players. To eliminate competition, throw the fish back in and just take turns fishing.

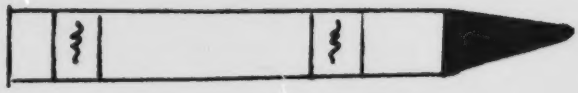
6. This can be self-contained in an envelope at a learning center. Print the directions on the envelope for the children, if they can read, or, once explained by the teacher, those who cannot read can still play the game on their own.

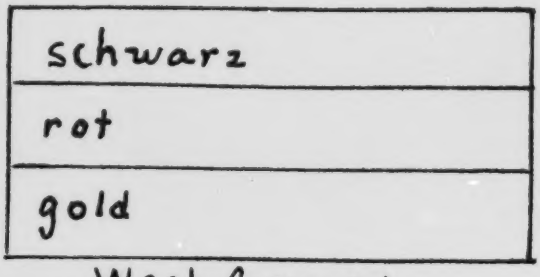




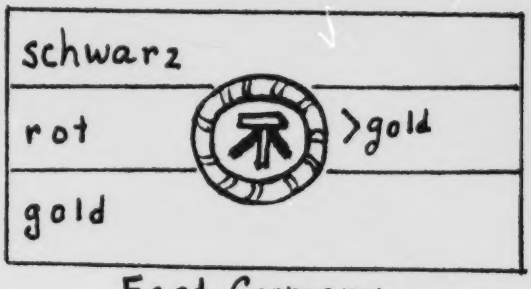
Color the flags

Namen _____

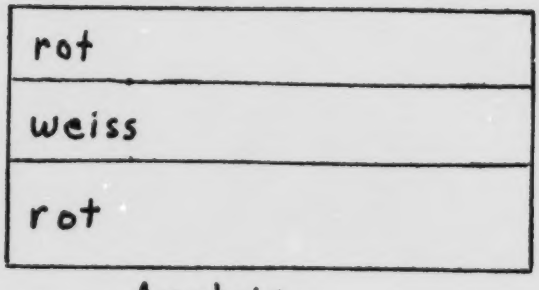




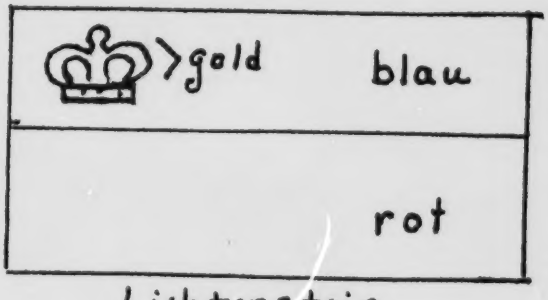
West Germany



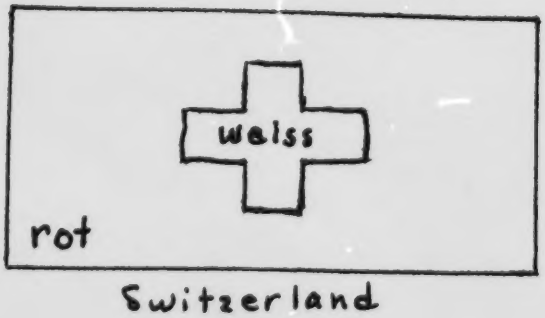
East Germany



Austria



Lichtenstein



Switzerland

DIRECTIONS FOR COLOR WHEEL

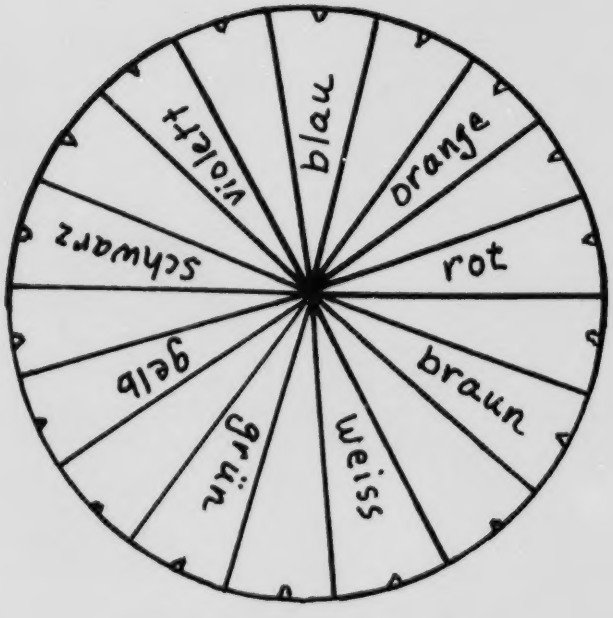
1. Cut large size wheel out of sturdy cardboard (pizza wheels are excellent).

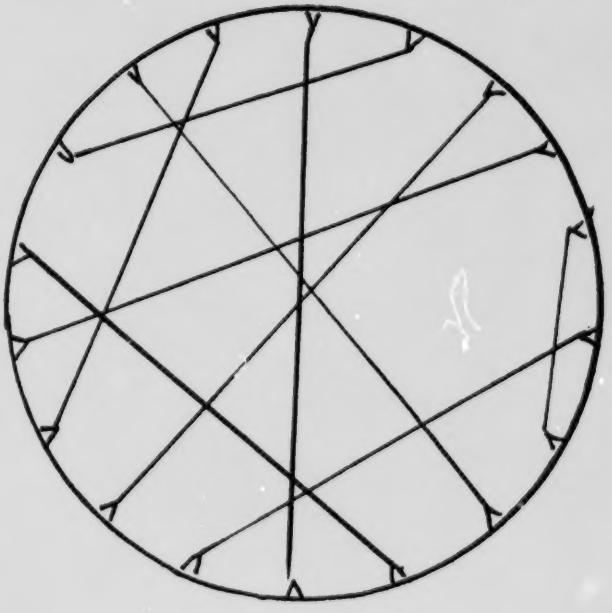
2. Divide into 18 sections, alternating a color with a word for a color.

3. Cover with clear contact paper.

4. Put a small notch in each section.

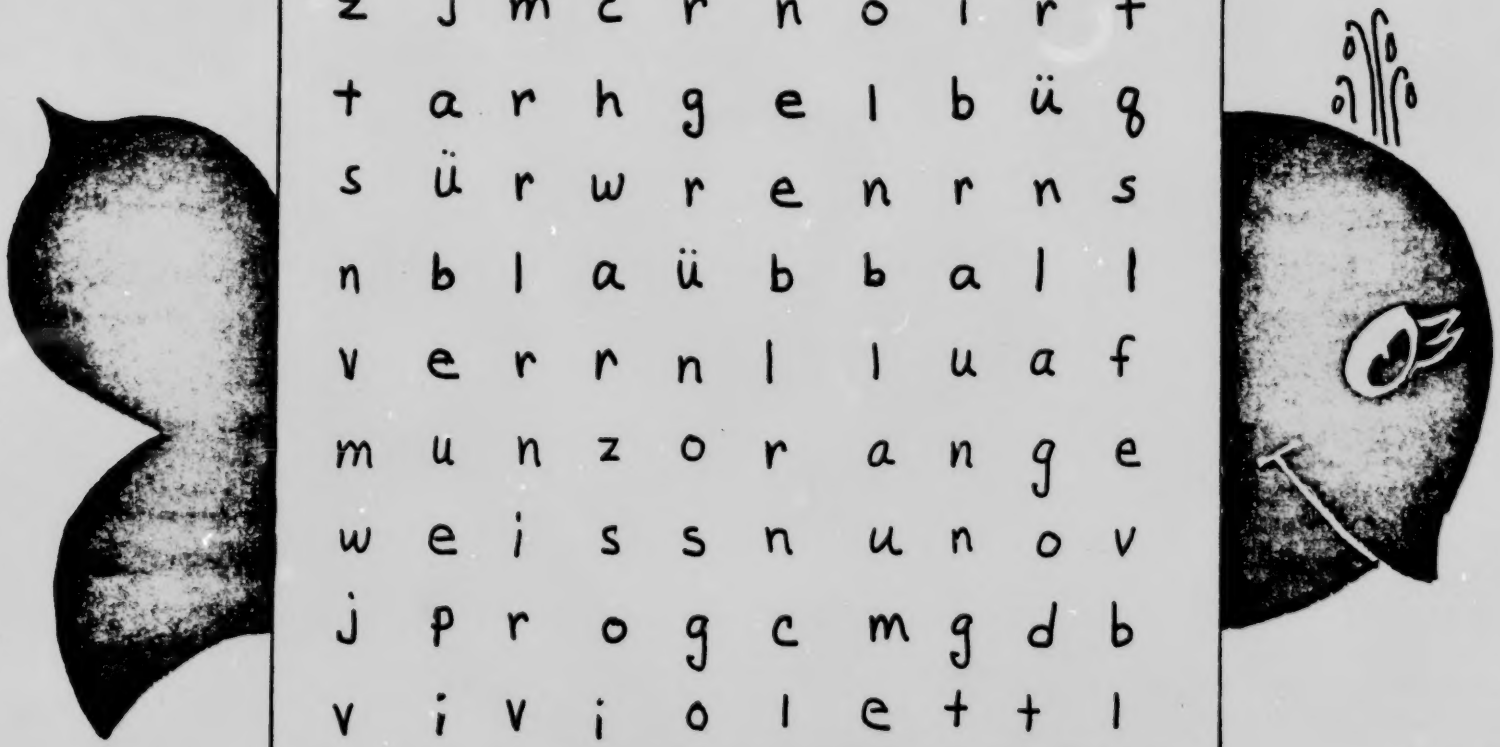
5. On the back, draw in the lines corresponding to the correct answer when a rubber band is streched from the correct notch of a color to its word.





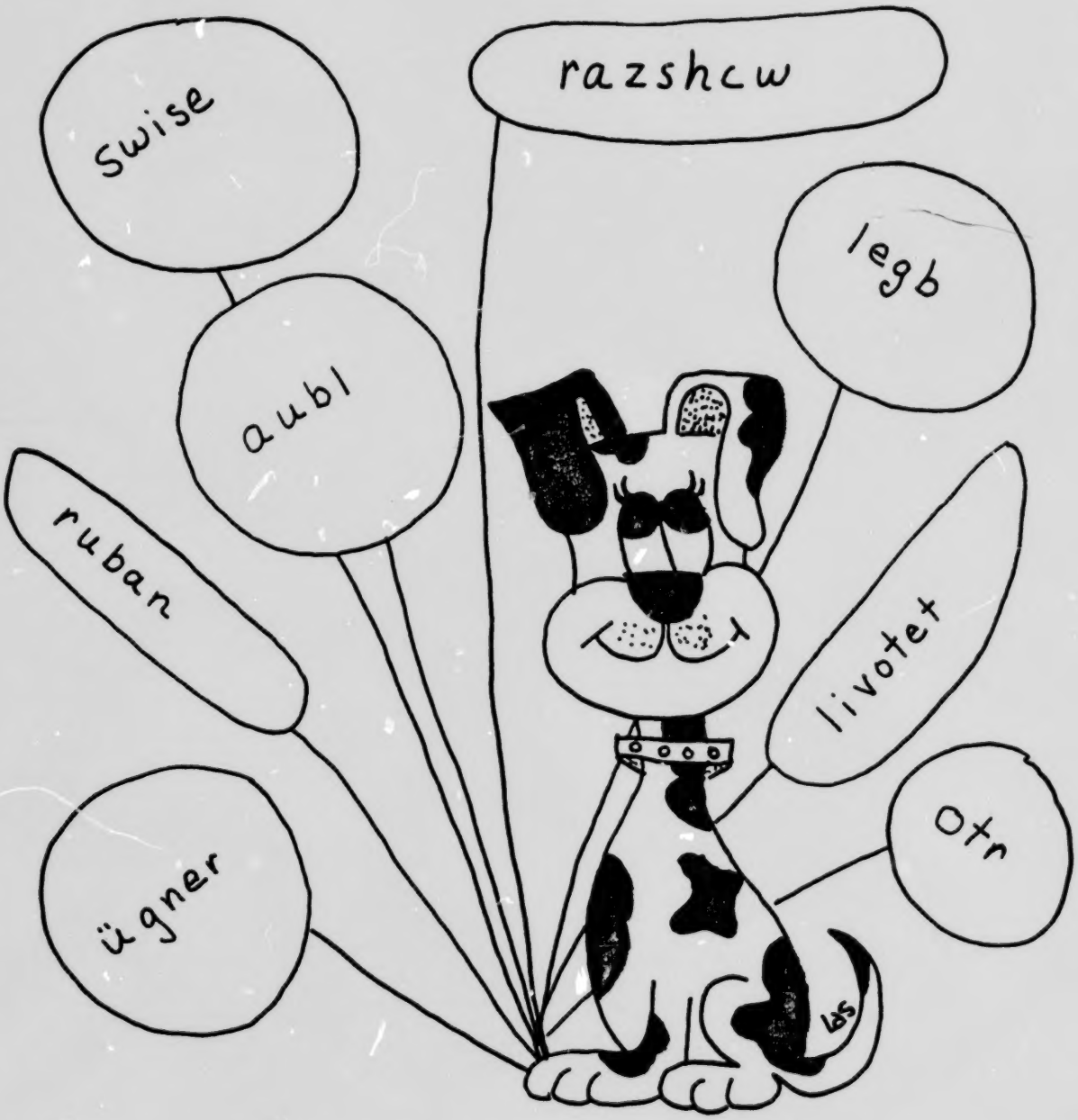
Namen _____

r	o	t	s	e	t	r	s	b	x
z	j	m	c	r	n	o	i	r	t
t	a	r	h	g	e	l	b	ü	q
s	ü	r	w	r	e	n	r	n	s
n	b	l	a	ü	b	b	a	l	l
v	e	r	r	n	l	l	u	a	f
m	u	n	z	o	r	a	n	g	e
w	e	i	s	s	n	u	n	o	v
j	p	r	o	g	c	m	g	d	b
v	i	v	i	o	l	e	t	t	l



rot · gelb · blau · braun · orange · grün · violett
schwarz · weiss

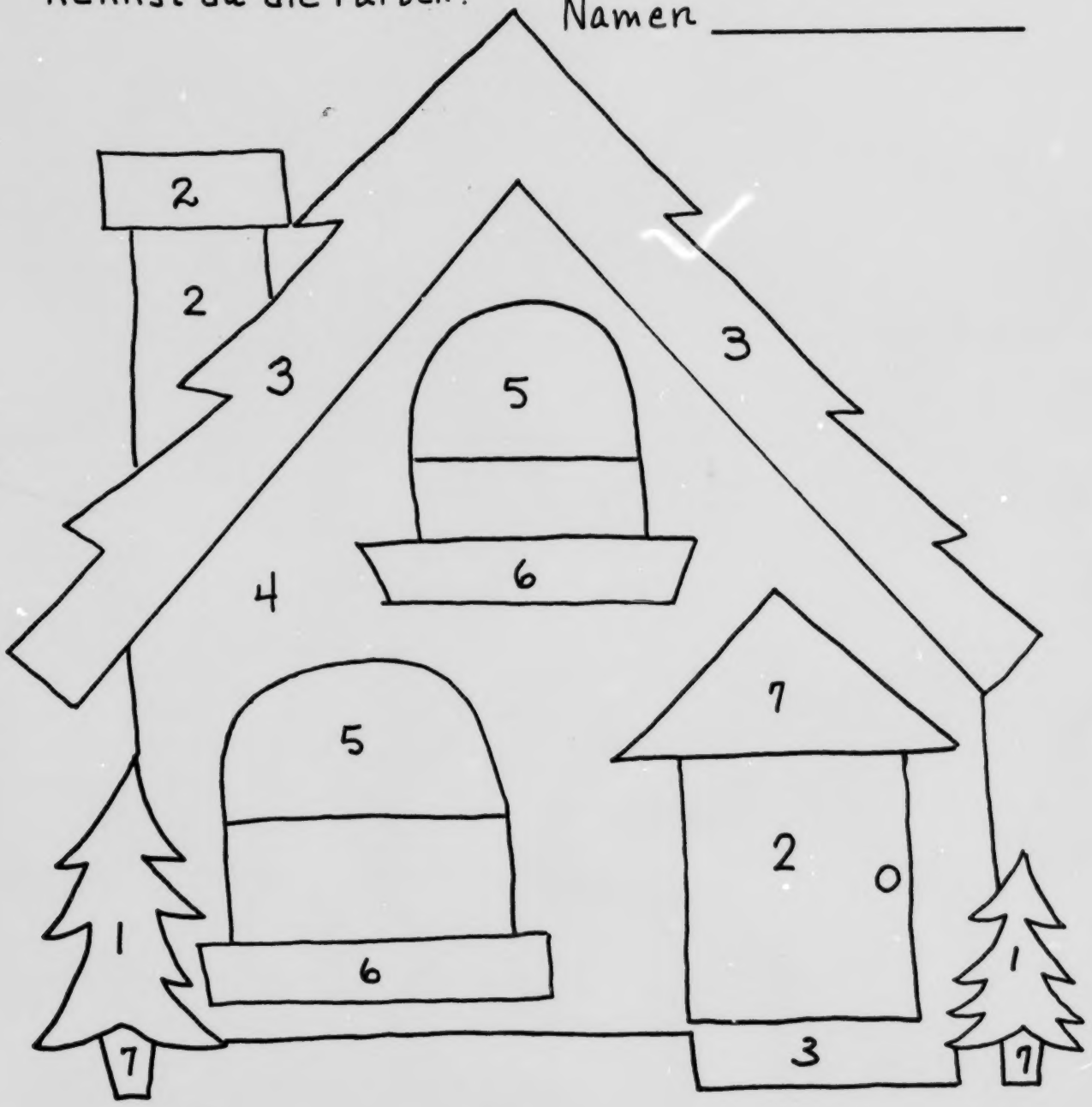
Namen _____



Help Spot color his balloons.

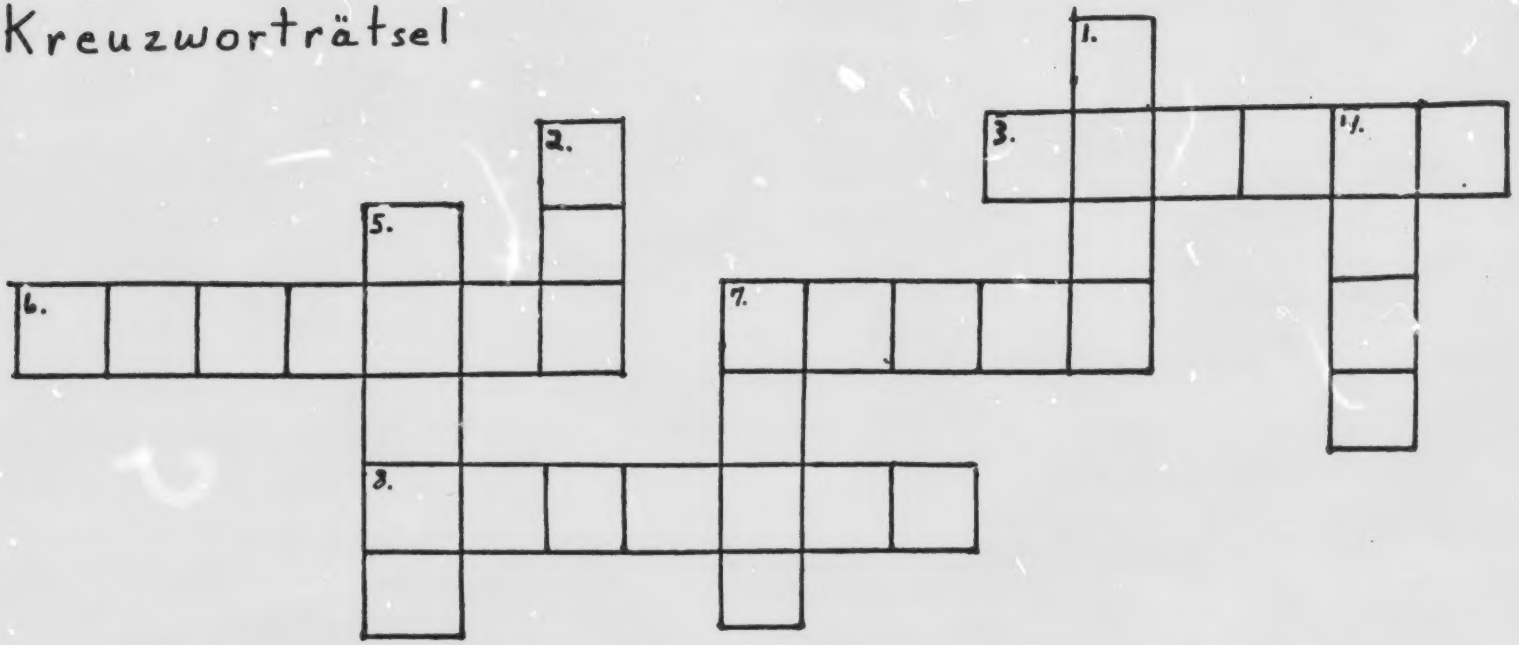
Kennst du die Farben?

Namen _____



1. grün
2. rot
3. schwarz
4. gelb
5. weiss
6. blau
7. braun

Kreuzworträtsel



Across

3. orange
6. purple
7. brown
8. black

Down

1. green
2. red
4. yellow
5. white
7. blue

Namen _____

Namen _____

1.	rot ☐	braun ☐	orange ☐
2.	gelb ☐	orange ☐	braun ☐
3.	blau ☐	weiss ☐	braun ☐
4.	orange ☐	grün ☐	schwarz ☐
5.	rot ☐	orange ☐	gelb ☐
6.	schwarz ☐	violett ☐	grün ☐
7.	braun ☐	blau ☐	weiss ☐
8.	blau ☐	grün ☐	violett ☐
9.	orange ☐	violett ☐	braun ☐

rot

orange

blau

violett

braun

schwarz

gelb

grün

weiss

gold

Numbers in German

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent
July 1981

Preface

These materials are designed for use and implementation by the elementary (K-3) classroom teacher. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. Because they are designed to be used by teachers who may not have had any background in the foreign language, the core of each lesson (tape script) is highly structured. The teacher, however, should feel free to adapt the tape script to meet the needs, interests, and abilities of his/her students. Foreign language learning does require a certain amount of repetition in order to acquire the oral skills of listening and speaking. However, if a tape script becomes too repetitive or if more repetition is needed, the teacher should feel free to omit or repeat sections of the tape script as needed. The ultimate decision on the method of presentation should be the teacher's, based on the developmental level and readiness of the children in the class.

These materials have been organized into units and each unit is divided into lessons. In each lesson there are two "levels" of material, one specifically designed for kindergarten and one for grades 1, 2, or 3. If it is felt that the materials designed for grades 1, 2, or 3 would be more appropriate for a kindergarten class or vice versa, the teacher should use those materials he/she feels would best meet his/her needs and the needs of the pupils.

In addition to the teaching guidelines and tape scripts, other visual and worksheet-type materials are included in each unit. All of the visuals in these materials will lend themselves to the making of overhead transparencies via a photocopy process or the production of electronically made ditto masters. Neither of these efforts will damage the materials.

Should teachers want to use only a part of a page for an overhead transparency or a ditto master, good quality photocopies will often serve as masters or originals. Using a photocopy in this way permits the teacher to "cut and paste" visuals as he/she desires, leaving the set of materials intact.

Teachers preferring to make posters or desiring to enlarge the visuals in the materials can do so by utilizing an opaque projector. The piece of posterboard or a large piece of construction paper can be "tacked" to the wall with masking tape. The image can be traced in pencil. When the outline is completed, the whole can be finished using felt markers or crayons.

In reproducing visual aids other than overhead transparencies (posters, flashcards), the teacher should use paper with enough "body" to stand up to repeated handling (posterboard, construction paper) and make bold lines which will "carry" to all parts of the class and can be easily seen.

Teachers should feel free to replace visuals in these materials with those they already have. If there are boy and girl puppets available, they may be used. If a teacher has visuals for the teaching of the colors or articles of clothing, those may be used.

Teachers also should not forget the possibility of putting up teaching bulletin boards--displays using items and pictures which can be pointed to in conducting recitation and practices.

There is a set of tapes accompanying each unit. These tapes are designed to assist the teacher who has had no training in the foreign language being taught. If, however, the teacher has had some language training and feels that he/she could teach the materials without the tapes, it is recommended that this be done. The tapes could, however, still be used as pronunciation aids and for reinforcement activities.

There is no sequencing of the units envisioned other than the presentation of the introductory unit first. After that, any order is acceptable. The material is designed for use in self-contained classes or individually guided education (IGE) classes and can be used for groups or for individuals.

Acknowledgments

These materials were developed under a grant from the National Endowment for the Humanities by the Indiana Department of Public Instruction, Division of Curriculum.

The materials were authored by Joanne Jones, Adjunct Professor at Indiana University-Purdue University at Indianapolis; Sherry Eggers, Spanish Teacher in the Indianapolis Public Schools; and Ruth Ann Martin, German Teacher, Guion Creek Middle School, Indianapolis. Lorraine A. Strasheim, Indiana University Coordinator for School Foreign Languages has served as the graphic artist for the visual materials. She has also served as consultant to the project, providing many suggestions for the content and format of these materials. Linda Dunlap and Frédérique Masson both free-lance artists have also contributed to the development of the visual materials.

With the support and aid of John A. Harrold, Director of the Division of Curriculum, Walter H. Bartz, State Foreign Language Consultant, has coordinated the project and has carried out the evaluation and dissemination phase.

These materials have been piloted by teachers throughout the state and their comments have provided valuable information for the final revision of this publication.

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Table of Contents

	Page
Numbers in German Objectives Kit Contents Activities Materials	1
Unit Vocabulary	3
Lesson 1 Guidelines	6
Lesson 1 Tape Script Kindergarten	7
Grades 1, 2, or 3	8
Lesson 2 Guidelines	9
Lesson 2 Tape Script Kindergarten	10
Grades 1, 2, or 3	11
Lesson 3 Guidelines	13
Lesson 3 Tape Script Kindergarten	14
Grades 1, 2, or 3	15
Lesson 4 Guidelines	17
Lesson 4 Tape Script Kindergarten	18
Grades 1, 2, or 3	20
Lesson 5 Guidelines	22
Lesson 5 Tape Script Grades 1, 2, or 3	22
Lesson 6 Guidelines	23
Lesson 6 Tape Script Grades 1, 2, or 3	24
Lesson 7 Guidelines	25
Lesson 7 Tape Script Grades 1, 2, or 3	25
Lesson 8 Guidelines	27
Lesson 8 Tape Script Grades 1, 2, or 3	27

Table of Contents Cont.

Lesson 9 Guidelines 30

Lesson 9 Tape Script
Grades 1, 2, or 3 30

Lesson 10 Guidelines 33

Lesson 10 Tape Script
Grades 1, 2, or 3 33

Lesson 11 Guidelines 34

Lesson 11 Tape Script
Grades 1, 2, or 3 34

Lesson 12 Guidelines 36

Lesson 12 Tape Script
Grades 1, 2, or 3 36

Visuals and Worksheets 39

NUMBERS IN GERMAN
Kindergarten, Grades One, Two or Three

A WORD TO THE TEACHER: Although objectives, materials, activities, and detailed lesson plans have been defined for grade levels, teachers are presented with all of the materials for all of the grades so that they can make instructional decisions fitting their students' interests and abilities. A teacher with a kindergarten class that has children designated as "gifted" might, for example, find the materials for grades 1-3 more appropriate.

Objectives

Kindergarten:

1. The students will comprehend the spoken words for the numbers 1-10 in German.
2. The students will be able to say in German the numbers 1-10.
3. The students will demonstrate that they understand the oral command zählt by doing what it means.

Grades One, Two, or Three:

1. The students will comprehend the spoken words for the numbers 1-20 in German.
2. The students will be able to say in German the numbers 1-20.
3. The students will be able to read in German the numbers 1-20.
4. The students will participate in a discussion of kilometers as a German measurement.
5. The students will demonstrate that they understand the oral commands zählt, hört zu, wiederholt and lest by doing what they mean.
6. The students will comprehend, use and answer the question "How old are you?" in German.
7. The students will give their phone number in German.

Kit Contents

Kindergarten:

1. Four lessons with teacher instructions and tape script for teaching numbers 1-10
2. Directions for verification drills
3. Materials for fishing game (V-8 through V-10)
4. Materials for bingo (V-4 through V-7)
5. Listening activity sheets (V-1 through V-3)

Grades One, Two, or Three:

1. Numbers 1 (for twelve lessons), 2, 3 and 4 above
2. Worksheets (V-11 through V-17)
3. Patterns for written word flash cards for numbers 1-20 (V-24 through V-28)
4. "Black Lagoon" game (V-18 through V-23)

Activities

* indicates materials and/or activity are included in Kit.

Kindergarten:

1. Playing fishing game*
2. Doing object or picture drill
3. Playing bingo*
4. Making stone soup*
5. Doing listening activity*

Grades One, Two, or Three:

1. Doing worksheets*
2. Playing "Black Lagoon" game*
3. Playing "Cross Out" game
4. Playing fishing and bingo games*
5. Playing Surr game

Materials

Kindergarten:

1. Cue cards for numbers 1-10
2. Sheets of paper or cardboard with numbers 1, 2, 3 on them
3. Small food objects
4. Fishing game*
5. Bingo sheets*
6. Cardboard to mount visuals and bingo sheets
7. Paste, scissors, clear contact paper, crayons, pencils, magic markers
8. Sheets of colored construction paper

Grades One, Two, or Three:

1. All of the above
2. Cue cards for numbers 11-20
3. Flash cards with written numbers*
4. Teletrainers or play phones

VOCABULARY

Kindergarten:

A. Student

one	eins	(ighns)
two	zwei	(tsvigh)
three	drei	(drigh)
four	vier	(feer)
five	fünf	(fewnf)
six	sechs	(zehks)
seven	sieben	(ZEE-ben)
eight	acht	(ahkht)
nine	neun	(noin)
ten	zehn	(tsayn)

B. Teacher

Count. (sing.)	Zähle!	(TSAI-la)
Count. (pl.)	Zählt!	(tsailt)
from	von	(fon)
up to	bis	(biss)
Stand up. (sing.)	Steh auf!	(shtay ouf)
Stand up. (pl.)	Steht auf!	(shtayt ouf)
Sit down. (sing.)	Setze dich!	(ZEHT-sa dikh)
Sit down. (pl.)	Setzt euch!	(zehtst oikh)

Grades One, Two, or Three:

A. Student

one	eins	(ighns)
two	zwei	(tsvigh)
three	drei	(drigh)

four	vier	(feer)
five	fünf	(fewnf)
six	sechs	(zehks)
seven	sieben	(ZEE-ben)
eight	acht	(ahkht)
nine	neun	(noin)
ten	zehn	(tsayn)
eleven	elf	(ehlf)
twelve	zwölf	(tsvurlf)
thirteen	dreizehn	(DRIGH-tsayn)
fourteen	vierzehn	(FEER-tsayn)
fifteen	fünfzehn	(FEWNF-tsayn)
sixteen	sechzehn	(ZEHKS-tsayn)
seventeen	siebzehn	(ZEEB-tsayn)
eighteen	achtzehn	(AHKHT-tsayn)
nineteen	neunzehn	(NOIN-tsayn)
twenty	zwanzig	(TSVAHN-tsikh)
How old are you?	Wie alt bist du?	(vee ahlt bist doo)
I am ___ years old.	Ich bin ____ Jahre alt.	(ikh bin ____ yahra ahlt)
zero	null	(nool)

B. Teacher

Count. (sing.) Count. (pl.)	Zähle! Zählt!	(TSAI-la) (tsailt)
from	von	(fon)
to	bis	(biss)
What is your telephone number?	Wie ist deine Telefonnummer?	(vee isst digh-nə tay-lay-FOAN-NOO-merr)

Read. (sing.)	Lies!	(leess)
Read. (pl.)	Lest!	(laysst)
What?	Wie, bitte?	(vee BI-ta)
What is this?	Was ist das?	(vahss isst dahss)
Cut. (sing.)	Schneide...aus!	(SHNIGH-da ouss)
Cut. (pl.)	Schneidet...aus!	(SHNIGH-det ouss)
Paste. (sing.)	Klebe...an!	(KLAY-ba ahn)
Paste. (pl.)	Klebt...an!	(klaypt ahn)

MATERIALS NEEDED FOR LESSON 1

Kindergarten:

1. Cue cards for numbers 1, 2, and 3 (Write very large numbers on 8 1/2"x11" sheets of colored construction paper. They will be more durable if they are laminated with clear contact paper.)
2. Sheets of paper or cardboard with numbers 1, 2, and 3 on them (for stand-up activity): three or more for each number (This particular activity can be expanded as new numbers are learned, and it can be used over time and time again.)
3. Ingredients for stone soup recipe:
   - 3 c. raisins
   - 3 c. sunflower seeds
   - 2 c. M & M's
   - 1 c. chocolate chips
   - 1 c. butterscotch chips
   - 2 c. peanuts
   - 2 c. pre-sweetened cereal
   - 1 c. miniature marshmallows

   (Any combination of the above is fine. Be sure and vary 1, 2, and 3 cups. Feeds plenty!)

Grades One, Two, or Three: Cue cards for numbers 1, 2, 3, 4 and 5

Note to Teacher: Once a particular skill is mastered, any of the games and worksheets relating to it can be used as a learning center activity.

LESSON 1 GUIDELINES

Kindergarten:

1. In all lessons, the initial presentation of vocabulary on tape is very important. Everyone should be seated, facing you. The tape recorder should be close at hand so that you can start and stop it easily. It is suggested that you read over the tape script beforehand.

2. The students will hear hört zu and wiederholt on tape. Please explain their meaning.

3. Making Stone Soup: If you have extra funds with which to buy food, stone soup will be a fun learning experience that's also good to eat! Give amounts in German, i.e., zwei cups raisins, ein cup M & M's, etc.

Grades One, Two, or Three: See numbers 1 and 2 above.

Tape Script - Kindergarten - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape	Guten Tag, Kinder.	Guten Tag.
Cup hands to ears.	Hört zu:	
Hold up cue cards 1, 2, 3.	eins zwei drei eins zwei drei	
Point to mouth.	Wiederholt:	
Hold up cue cards.	eins zwei drei eins zwei drei	eins zwei drei eins zwei drei
	Zählt von eins bis drei.	
Hold up cue cards.	Eins, zwei, drei. Eins, zwei, drei.	Eins, zwei, drei. Eins, zwei, drei.
Stop Tape		

Verification: Verify that students know the meaning of zählt (count). Hold up cue card for each number and drill them on German numbers, first as a group, then individually. Next ask individuals to count 1-3 without tape or cards.

ACTIVITY: Hand out sheets of paper with 1, 2, and 3 on them, about 3 of each. Say one of the numbers in German and ask the students with that number to steht auf. Do likewise for each number.

ACTIVITY: Make stone soup.

Tape Script - Grades 1, 2, or 3 - Lesson 1

Teacher Instructions	Script	Student Response
Start Tape		
	Guten Tag, Kinder.	Guten Tag.
Cup hands to ears.	Hört zu:	
Hold up appropriate cue card for each number.	eins zwei drei vier fünf	
	eins zwei drei vier fünf	
Point to mouth.	Wiederholt:	
Pause after each number for student repetition. Hold up appropriate cue card.	eins zwei drei vier fünf	eins zwei drei vier fünf
	eins zwei drei vier fünf	eins zwei drei vier fünf
Hold up cue cards.	Zählt von eins bis fünf.	
	eins zwei drei vier fünf	eins zwei drei vier fünf
Stop Tape		

Verification: Verify that students know the meaning of zählt (count). Hold up cue card for each number and drill them on the German, first as a group, then individually. Next ask individuals to count from 1-5 without tape or cards.

MATERIALS NEEDED FOR LESSON 2

Kindergarten: Cue cards for numbers 1-6 (See Lesson 1 materials list for specifics.)

Grades One, Two, or Three:

1. Cue cards for numbers 1-10 (See Lesson 1 materials list for specifics.)
2. Bingo and/or lotto cards (Dittos for many different lotto cards are enclosed. They would be more durable if they were run off on manilla folder-weight cardboard. Then write in the numbers from 1-10 in any order (but different order for each card) and laminate. The children might want to color and decorate the cards.)

LESSON 2 GUIDELINES

Kindergarten:

1. It is important to review what has transpired the lesson before at the beginning of each new lesson. While a small review is often included in each lesson plan or on tape, it would be helpful if the teacher would briefly discuss and/or review and drill the material with the students.

2. In counting, speed is not as important as accuracy. Yet many students, in particular with the numbers, have a tendency to speed. Try to keep the counting slower and more accurate.

Grades One, Two, or Three:

1. Numbers 1 and 2 above.

2. Lotto and Bingo: You can use the same cards for both lotto and bingo. With lotto, small groups of children can play together. Each child takes turns drawing a card from a pack and must say that number in German in order to get it and put it on his or her card. The first to fill the card wins. Bingo can be played with the whole class. One person calls the number in German and the children put markers on their cards.

Tape Script - Kindergarten - Lesson 2

Teacher Instructions	Script	Student Response
Start Tape		
	Zählt von eins bis drei.	
Hold up cue cards.	Eins, zwei, drei. Eins, zwei, drei.	Eins, zwei, drei. Eins, zwei, drei.
Cup hands to ears.	Hört zu: eins zwei drei vier fünf sechs	
Hold up cue cards 4, 5, 6.	vier fünf sechs	
Point to mouth.	Wiederholt:	
Hold up cue cards.	vier fünf sechs vier fünf sechs	vier fünf sechs vier fünf sechs
Hold up cue cards.	Zählt: eins zwei drei vier fünf sechs	 eins zwei drei vier fünf sechs
Stop Tape		

Verification: Hold up cue cards one at a time and drill students, first as a group, then individually. Next ask individuals to count 1-6 without cards.

Tape Script - Grades 1, 2, or 3 - Lesson 2

Teacher Instructions	Script		Student Response
Start Tape			
Hold up appropriate cue cards for each number.	Wiederholt:	eins	eins
		zwei	zwei
		drei	drei
		vier	vier
		fünf	fünf
		eins	eins
		zwei	zwei
		drei	drei
		vier	vier
		fünf	fünf
	Zählt von eins bis fünf.		
		Eins, zwei, drei, vier, fünf.	Eins, zwei, drei, vier, fünf.
Stop Tape			
Verification: Have students individually count from 1-5 without tape.			
Start Tape			
Cup hands to ears. Hold up appropriate cue cards.	Hört zu:	sechs	
		sieben	
		acht	
		neun	
		zehn	
		sechs	
		sieben	
		acht	
		neun	
		zehn	
	Wiederholt:	sechs	sechs
		sieben	sieben
		acht	acht
		neun	neun
		zehn	zehn
		sechs	sechs
		sieben	sieben
		acht	acht
		neun	neun
		zehn	zehn

Teacher Instructions	Script	Student Response
	Zählt von sechs bis zehn.	
	Sechs, sieben, acht, neun, zehn.	Sechs, sieben, acht, neun, zehn.
	Zählt von sechs bis zehn.	
	Sechs, sieben, acht, neun, zehn.	Sechs, sieben, acht, neun, zehn.

Stop Tape

Verification:
1. Drill students individually by holding up cue cards and asking for German number.
2. Have students count from 1-10 in German.
3. Divide into teams; then give an individual from a team the number in German and ask for the English, or vice versa.

ACTIVITY: Play lotto for small groups.

ACTIVITY: Play bingo for whole class.

MATERIALS NEEDED FOR LESSON 3

Kindergarten:
1. Cue cards for number 1-10 (See Lesson 1 materials list for specifics.)
2. Objects for groupings of 1-10 or pictures of groupings
3. Fishing game (Materials should be colored, cut, laminated, etc.)

Grades One, Two, or Three:
1. Numbers 1 and 3 above
2. Written number flash cards
3. Puppets

LESSON 3 GUIDELINES

Kindergarten:

1. The numbers 7-10 (sieben, acht, neun, zehn) are usually the most difficult for the students to retain, so concentrate in this lesson on their mastery.

2. Picture Drill: The object of the groupings is to drill the students' knowledge of numbers in German without the number cue card. Have ready to show them either objects or pictures of objects in groupings of 1-10 (for example, peanuts). Then ask the students to give the correct number of items in each group. If food is used, the correct response could earn a tasty reward!

Grades One, Two, or Three:

1. When explaining the meaning of Wie alt bist du?, try to have students guess the meaning by repeating the word alt (old) in German.

2. The objective in teaching age is to teach the students to (1) give their age in German and (2) ask each other their age. Therefore, it may be necessary to replay the tape with the question Wie alt bist du? on it. Be sure and have them practice this with each other. (Note: Wie alt bist du? can be literally translated to "How old are you?")

3. This lesson introduces reading. The sight method is being used because the amount of reading taught in the whole program is quite limited. You will need to counter the students' tendency to read the words as written as opposed to using the correct pronunciation heard on tape.

Tape Script - Kindergarten - Lesson 3

Teacher Instructions	Script		Student Response
Start Tape	Zählt von eins bis sechs.		
Hold up appropriate cue cards one at a time.		Eins, zwei, drei, vier, fünf, sechs.	Eins, zwei, drei, vier, fünf, sechs.
Cup hands to ears.	Hört zu:	sieben acht neun zehn	
Hold up proper cue cards.		sieben acht neun zehn	
Point to mouth. Hold up proper cue cards.	Wiederholt:	sieben acht neun zehn	sieben acht neun zehn
		sieben acht neun zehn	sieben acht neun zehn
		sieben acht neun zehn	sieben acht neun zehn
Hold up cue card.	Zählt von eins bis zehn.		
		Eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn.	Eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn.

Stop Tape

Verification: Hold up cue cards one at a time and drill students, first as a group, then individually. Next ask individuals to count 1-10 without cards or tape.

ACTIVITY: Do object or picture drill.

ACTIVITY: Play fishing game.

Tape Script - Grades 1, 2, or 3 - Lesson 3

Teacher Instructions	Script	Student Response
Start Tape	Zählt von eins bis zehn.	
	Eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn.	Eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn.
Stop Tape		

Verification: Have individuals Zähle von eins bis zehn until all or most can do it.

Start Tape		
Use puppets here, if desired.		
Hans to Gretel.	Guten Tag, Gretel. Wie alt bist du? Wie alt bist du?	
Gretel replies and holds up number 6.	Ich bin sechs Jahre alt. Ich bin sechs Jahre alt. Ich bin sechs Jahre alt. Hans, wie alt bist du?	
Hans replies and holds up number 7.	Ich bin sieben Jahre alt. Ich bin sieben Jahre alt. Ich bin sieben Jahre alt.	
	Kinder, wiederholt:	
	Wie alt bist du? Wie alt bist du?	Wie alt bist du? Wie alt bist du?
	Wiederholt:	
Hold up number 6.	Ich bin sechs Jahre alt.	Ich bin sechs Jahre alt.
	Antwortet:	
Hold up number 7.	Wie alt bist du? Ich bin sieben Jahre alt.	Ich bin sieben Jahre alt.
Stop Tape		

Teacher Instructions	Script		Student Response
Verification: Explain meaning of Wie alt bist du? Next drill students individually with Wie alt bist du? Have them answer their correct age, of course (Ich bin ___ Jahre alt.). Then have them ask each other their age.			
Start Tape			
Hold up flash card with number written in German each time.	Lest:	eins	eins
		zwei	zwei
		drei	drei
		eins	eins
		zwei	zwei
		drei	drei
		eins	eins
		zwei	zwei
		drei	drei
Stop Tape			
Verification: Explain meaning of lest. Drill students first as a group, then individually, holding up the written number flash cards and eliciting the proper answer.			

ACTIVITY: Play fishing game.

ACTIVITY: Play bingo or lotto.

MATERIALS NEEDED FOR LESSON 4

Kindergarten:
1. Cue cards for numbers 1-10
2. Bingo game boards and markers or pieces of paper
3. Listening activity sheets (V-1 through V-3)

Grades One, Two, or Three:
1. Written number flash cards for numbers 1-6
2. Puppets
3. Fishing game materials

LESSON 4 GUIDELINES

Kindergarten:

1. Bingo game: Enclosed are dittos of various bingo boards that can be used. You will need to run them off and make up enough bingo boards for all your students. The students fill them in with any combination of numbers from 1-10. If you run them off on some type of cardboard, then laminate them with clear contact paper, they are quite durable. Play as for any bingo game. One person reads off the number while the children mark the box with pieces of paper or markers. The child who wins must read off the numbers on his/her card. To win, one row across or down must be filled.

2. Do the listening activity. The instructions are at the end of the Lesson 4 Kindergarten tape script. Note: The activity is on tape, but indicated as Kindergarten, Lesson 5.

3. This lesson marks the end of the kindergarten component of this unit. However, feel free at any time to repeat any lesson in whole or in part in order to give the class a sound basis and to review any areas that need it.

Grades One, Two, or Three:

1. Review numbers 1-10.

2. Review age.

3. Teach reading of numbers 4-6.

Tape Script - Kindergarten - Lesson 4

Teacher Instructions	Script	Student Response
Start Tape	Zählt von eins bis zehn.	
Hold up appropriate cue card for each number.	Eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn.	Eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn.
Stop Tape		

Verification:

1. Have students practice individually counting from 1-10 without tape or cue cards.
2. Drill them orally by giving to the class a number in English and having them give you the German.
3. Reverse the procedure in number 2, giving the number in German and asking for the English. These two procedures can be done in game form by dividing the class into teams and keeping score.

ACTIVITY: Play bingo.

ACTIVITY: Do listening activity (on tape).

Tape Script - Kindergarten - Lesson 4 - Cont. (2)

(This activity is indicated on the tape as Kindergarten, Lesson 5.)

The following is an exercise on tape designed to help you evaluate your students' abilities to comprehend the oral words they have learned, in this case the numbers from 1-10. It is not intended as a test, but as a diagnostic tool. If a large number of the students do poorly on this, you may want to go over some of the lessons.

The students will hear the following numbers on tape. Each will be said twice. Feel free to stop the tape if you think they need more time. The students will have before them a sheet of paper with two or four blocks, each having three choices. There are three sheets, ten exercises in all. The students are to circle the number they hear on the tape. (See worksheets V-1 through V-3.)

		Correct Response
A.	fünf	5
B.	neun	9
C.	eins	1
D.	acht	8
E.	zehn	10
F.	zwei	2
G.	sieben	7
H.	sechs	6
I.	drei	3
J.	vier	4

NOTE TO THE TEACHER: If you prefer, you can have the student write the number she/he hears on a piece of paper instead of using the enclosed worksheet.

Tape Script - Grades 1, 2, or 3 - Lesson 4

Teacher Instructions	Script	Student Response
Start Tape	Zählt von eins bis zehn.	
	Eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn.	Eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn.
Gretel says to Hans.	Hans, wie alt bist du?	
Hans replies.	Ich bin sieben Jahre alt. Wie alt bist du?	
Gretel responds.	Ich bin sechs Jahre alt.	
	Wiederholt:	
	Wie alt bist du? Wie alt bist du?	Wie alt bist du? Wie alt bist du?
	Ich bin sechs Jahre alt. Ich bin sechs Jahre alt.	Ich bin sechs Jahre alt. Ich bin sechs Jahre alt.

Stop Tape:

Verification: Have students ask each other their age, using correct question and answer. Make it a round-robin; that is, have each student ask the person next to him/her, etc.

Start Tape

Hold up flash card for eins. Hold up flash card for zwei. Hold up flash card for drei.	Lest:	eins zwei drei	eins zwei drei
Continue holding up appropriate flash cards.		eins zwei drei	eins zwei drei
		vier vier	vier vier
		fünf fünf	fünf fünf
		sechs sechs	sechs sechs

Tape Script - Grades 1, 2, or 3 - Lesson 4 - Cont. (2)

Teacher Instructions	Script	Student Response
Continue holding up appropriate flash cards.	eins	eins
	zwei	zwei
	drei	drei
	vier	vier
	fünf	fünf
	sechs	sechs

Stop Tape

Verification: Drill numbers 4-6, first as a group, then individually. Then add 1-3. Do this without tape to verify that students are actually reading.

ACTIVITY: Divide class into two teams. Hold up written word for a person from one team. If person reads it correctly, that team gets a point. Team with highest score wins.

ACTIVITY: Play fishing game.

MATERIALS NEEDED FOR LESSON 5

Grades One, Two, or Three:
1. Worksheets V-12 and V-13
2. Written word flash cards for 1-10

LESSON 5 GUIDELINES

Grades One, Two, or Three:

Teach written words for the numbers 7-10.

Tape Script - Grades 1, 2, or 3 - Lesson 5

Teacher Instructions	Script		Student Response	
Start Tape	Lest:	(pause for repetition)		
Hold up written word flash cards.		eins eins	eins	eins
		zwei zwei	zwei	zwei
		drei drei	drei	drei
		vier vier	vier	vier
		fünf fünf	fünf	fünf
		sechs sechs	sechs	sechs
	Lest:	sieben sieben	sieben	sieben
		acht acht	acht	acht
		neun neun	neun	neun
		zehn zehn	zehn	zehn
		sieben sieben	sieben	sieben
		acht acht	acht	acht
		neun neun	neun	neun
		zehn zehn	zehn	zehn
Stop Tape				

Verification:
1. Hold up each written flash card and have group read it. Concentrate on 7-10, but add the others and mix them up
2. Drill with each written word individually.
3. Hand the flash cards out to 10 students and then have 10 different students say the numbers one at a time. The student with the corresponding flash card stands when that number is said.

ACTIVITY: Do worksheets V-12 and V-13.

ACTIVITY: Play any games done thus far.

MATERIALS NEEDED FOR LESSON 6

Grades One, Two, or Three:

1. Written number flash cards
2. Telephones
3. Worksheet V-14
4. Puppets

LESSON 6 GUIDELINES

Grades One, Two, or Three:

1. Die Telefonnummer: This is a fun drill that most children like. Many of them do not readily recall their phone numbers. Therefore, it would be easier for them if you have them first write down their numbers on a piece of paper. Then have them try to say them in German.

   As a cultural note, you may wish to tell the children that German phone numbers vary in the number of digits they have. The digits are usually grouped in two's with a pause between each pair, e.g., 37 48. Since the students have not learned how to count beyond 20, they can give their numbers in single digits.

2. Role playing with telephones: Most phone companies offer a service free of charge called "teletrainers." These are simply two telephones linked to a control unit which produces ringing signals, dial and busy tones, and amplification of conversation for class evaluation. This would be ideal for practicing phone numbers. There could be a printed list of each child's phone number. As a child dials another's number, he/she can do it in German. Or two children could be on the line asking each other their phone numbers, the responses in German being amplified so all could hear. Or, after the desired party is reached, basic conversation from the introductory unit could be practiced (i.e., Guten Tag, Wie geht's, etc.) For Indiana Bell users, call 317/265-5973 to order the teletrainers. If you do not wish to use teletrainers, play phones will do.

3. Worksheet V-14: Have children write their own phone number in the bottom rectangle on the phone. Then have them write the word for the numbers (1-9) in the blocks provided. "Zero" in German is null (nool). On a real push-button phone, two buttons are blank.

Tape Script - Grades 1, 2, or 3 - Lesson 6

Teacher Instructions	Script	Student Response
Start Tape		
Hold up appropriate written word flash cards.	Lest: eins	eins
	zwei	zwei
	drei	drei
	vier	vier
	fünf	fünf
	sechs	sechs
	sieben	sieben
	acht	acht
	neun	neun
	zehn	zehn
Use Hans and Gretel. Hans speaks to Gretel:	Gretel, wie ist deine Telefonnummer?	
Gretel to Hans:	Wie, bitte?	
Hans repeats:	Wie ist deine Telefonnummer?	
Gretel responds:	Ah! meine Telefonnummer! 255-4432. Wie ist deine Telefonnummer, Hans?	
Hans responds:	Meine Nummer ist 844-3030.	
Stop Tape		

Verification: Verify that students know what Telefonnummer means by asking them what Hans and Gretel were saying on tape. Next ask them Wie ist deine Telefonnummer? Drill them individually until all or most can give their phone number in German. (See implementation guidelines for more directions.)

ACTIVITY: Do phone worksheet (V-14).

ACTIVITY: Role play with telephones.

MATERIALS NEEDED FOR LESSON 7

Grades One, Two, or Three:

1. Number cue cards for 11-15 (These may be made the same way the others were.)
2. Telephones
3. Dice, pencils, paper, envelope

LESSON 7 GUIDELINES

Grades One, Two, or Three:

1. Pay particular attention to counting from 11-20, as these always seem to give students more difficulty. You might point out to the students that except for eleven (elf) and twelve (zwölf), the teens are a combination of the number with 10 (zehn), e.g., 13 (dreizehn), 14 (vierzehn), etc. Note: 17 is siebzehn not siebenzehn. A pronunciation note: The German "z" is always prounounced like a "ts". This will be no problem unless the students are reading and transfer the English "z" sound to the German word zehn or zwölf.

2. "Cross Out" is a game that enables the students to practice the numbers from 1-12 orally. It can be played by 2-6 players and therefore is a good learning center activity. An envelope containing dice, directions and other needed materials can be hung on the activity board. Each player writes the numbers 1-12 on a piece of paper. Each student takes a turn at rolling dice, totals the number that comes up, says it out loud in German, and then crosses that number off his or her list. First one to cross out all 12 numbers is the winner. If a number is rolled that the player already has crossed off, he or she has no play that turn. This can be adapted later as a reading exercise. Once students have learned to read the numbers, numerals can be replaced by the German word. This game also provides math practice and reinforcement.

Tape Script - Grades 1, 2, or 3 - Lesson 7

Teacher Instructions	Script	Student Response
Hold up appropriate number cue card.	Hört zu: elf zwölf dreizehn vierzehn fünfzehn	

Tape Script - Grades 1, 2, or 3 - Lesson 7 - Cont. (2)

Teacher Instructions	Script		Student Response
Hold up appropriate number cue card.	Hört zu:	elf	
		zwölf	
		dreizehn	
		vierzehn	
		fünfzehn	
	Hört zu:	elf	
		zwölf	
		dreizehn	
		vierzehn	
		fünfzehn	
	Wiederholt:	elf	elf
		zwölf	zwölf
		dreizehn	dreizehn
		vierzehn	vierzehn
		fünfzehn	fünfzehn
		elf	elf
		zwölf	zwölf
		dreizehn	dreizehn
		vierzehn	vierzehn
		fünfzehn	fünfzehn
		vierzehn	vierzehn
		zwölf	zwölf
		elf	elf
		dreizehn	dreizehn
		fünfzehn	fünfzehn

Stop Tape

Verification: Verify the numbers by drilling the class as a whole, then individually. Hold up the number cue card (11-15) and ask Was ist das? After drilling 11-15, go back and include 1-10.

ACTIVITY: Review Telefonnummer.

ACTIVITY: Role play with telephones.

ACTIVITY: Play "Cross Out" game.

MATERIALS NEEDED FOR LESSON 8

Grades One, Two, or Three: Number cue cards for 1-20

LESSON 8 GUIDELINES

Grades One, Two, or Three:

1. The object in this lesson is to get the students to orally count from 1-20.

2. Surr (Zur): This is a German adaptation of "Buzz." The students count off in order, starting from 1 and going to 20. This is done in German. The students whose turn it is to say 7, 14, 17 (multiples of 7 or numbers with 7 in them) must say Surr or they are out of the game. (It's usually easier and you have better attention if you start all students standing up; then when a student misses a number, he or she must sit.) You can change the number to be replaced.

3. Have the students practice counting in German by 2's, 3's, 5's, etc.

Tape Script - Grades 1, 2, or 3 - Lesson 8

Teacher Instructions	Script		Student Response
Start Tape			
Hold up appropriate number cue card.	Wiederholt:	elf	elf
		zwölf	zwölf
		dreizehn	dreizehn
		vierzehn	vierzehn
		fünfzehn	fünfzehn
		elf	elf
		zwölf	zwölf
		dreizehn	dreizehn
		vierzehn	vierzehn
		fünfzehn	fünfzehn
	Hört zu:	sechzehn	
		siebzehn	
		achtzehn	
		neunzehn	
		zwanzig	

Tape Script - Grades 1, 2, or 3 - Lesson 8 - Cont. (2)

Teacher Instructions	Script		Student Response
Hold up appropriate number cue card.	Wiederholt:	sechzehn	sechzehn
		siebzehn	siebzehn
		achtzehn	achtzehn
		neunzehn	neunzhen
		zwanzig	zwanzig
		sechzehn	sechzehn
		siebzehn	siebzehn
		achtzehn	achtzehn
		neunzehn	neunzehn
		zwanzig	zwanzig
		sechzehn	sechzehn
		siebzehn	siebzehn
		achtzehn	achtzehn
		neunzehn	neunzehn
		zwanzig	zwanzig
		zwölf	zwölf
		fünfzehn	fünfzehn
		elf	elf
		sechzehn	sechzehn
		vierzehn	vierzehn
		dreizehn	dreizehn
		zwanzig	zwanzig
		siebzehn	siebzehn
		neunzehn	neunzehn
		achtzehn	achtzehn

Stop Tape

Verification:

1. Drill the numbers 16, 17, 18, 19, 20 with the class as a whole, then with individuals. Mix up the order of the numbers.
2. Next drill adding 11, 12, 13, 14, 15, using the same procedures.

Start Tape

Zählt von elf bis zwanzig.

Elf, zwölf,	Elf, zwölf,
dreizehn, vierzehn,	dreizehn, vierzehn,
fünfzehn, sechzehn,	fünfzehn, sechzehn,
siebzehn, achtzehn,	siebzehn, achtzehn,
neunzehn, zwanzig.	neunzehn, zwanzig.

Teacher Instructions	Script	Student Response
	Elf, zwölf, dreizehn, vierzehn, fünfzehn, sechzehn, siebzehn, achtzehn, neunzehn, zwanzig.	Elf, zwölf, dreizehn, vierzehn, fünfzehn, sechzehn, siebzehn, achtzehn, neunzehn, zwanzig.

Stop Tape

Verification: Tell the students Zählt von elf bis zwanzig. Have as many individuals as possible count from 11 to 20.

ACTIVITY: Review again Telefonnummer.

ACTIVITY: Play Surr.

ACTIVITY: Count in German by 2's, 3's, 5's, etc.

MATERIALS NEEDED FOR LESSON 9

Grades One, Two, or Three:

1. Instructions and worksheets for two taped activities
2. Cue cards for numbers 1-20

Grades One, Two, or Three:

1. The object is to have as many students as possible count orally from 1-20 in German. Pay particular attention to the last 10 numbers (11-20), as these give more difficulty.

2. Taped Activity I: This is to test the students' aural comprehension of the numbers 1-20. That is, the students will be asked to listen to a number in German. They must write down the numeral of that number.

3. Taped Activity II: This is intended to help reinforce the students' knowledge of the numbers and their pronunciation of them. In most of the 10 items they need only give the next number in the sequence. In others they need to determine what the sequence is, i.e., counting by 2's, or backwards, or by 5's. There is additional time allotted on the tape for pausing. These exercises can be repeated until the students get proficient. This type of activity can be done with the class as a whole or can be used as a learning center activity. Simply tape the oral portion on an individual cassette and place the cassette with directions in an envelope.

Tape Script - Grades 1, 2, or 3 - Lesson 9

Teacher Instructions	Script	Student Response
Start Tape		
Hold up appropriate cue cards.	Zählt von eins bis zwanzig.	
	Eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn, elf, zwölf, dreizehn, vierzehn, fünfzehn, sechzehn, siebzehn, achtzehn, neunzehn, zwanzig.	Eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn, elf, zwölf, dreizehn, vierzehn, fünfzehn, sechzehn, siebzehn, achtzehn, neunzehn, zwanzig.

Tape Script - Grades 1, 2, or 3 - Lesson 9 - Cont. (2)

Teacher Instructions	Script		Student Response
Hold up appropriate number cue card.	Wiederholt:	siebzehn	siebzehn
		achtzehn	achtzehn
		neunzehn	neunzehn
		zwanzig	zwanzig
		siebzehn	siebzehn
		achtzehn	achtzehn
		neunzehn	neunzehn
		zwanzig	zwanzig
	Wiederholt:	achtzehn	achtzehn
		zwanzig	zwanzig
		siebzehn	siebzehn
		neunzehn	neunzehn

Stop Tape

Verification: Hold up a cue card and ask a student to give the number in German. Drill with this until most or all know these numbers. If you feel they are ready, mix up the numbers. Finally, ask students Zählt von eins bis zwanzig until many can count 1-20.

ACTIVITY: Play Surr.

ACTIVITY: Do exercises on tape.

Taped Activity I

Directions: The student will hear the numbers orally in German. On a piece of paper before him/her, the student will write the numeral of the number he/she has heard.

Tape	Student Response (written)
You will hear ten numbers in German. On the paper before you, write that number.	
1. zwölf	12
2. sieben	7
3. achtzehn	18
4. zwanzig	20
5. drei	3
6. fünfzehn	15
7. sechs	6
8. vierzehn	14
9. eins	1
10. sechzehn	16

Tape Script - Grades 1, 2, or 3 - Lesson 9 - Cont. (3)

Taped Activity II

Directions: The students will hear a series of numbers for each activity. Their task will be to provide orally the correct number in that sequence.

EXAMPLE: The students will hear: zwei, vier, sechs. The correct response is acht. There will be a pause for the students to give the answer, and then the correct response will be provided.

Start Tape

Tape Script	Student Response	Answer
1. eins, zwei, drei, vier,	_____.	(fünf)
2. siebzehn, achtzehn, neunzehn,	_____.	(zwanzig)
3. zwei, vier,	_____.	(sechs)*
4. elf, zwölf, dreizehn,	_____.	(vierzehn)
5. sieben, acht, neun,	_____.	(zehn)
6. fünfzehn, sechzehn, siebzehn,	_____.	(achtzehn)
7. zehn, neun, acht,	_____.	(sieben)*
8. fünf, zehn,	_____.	(fünfzehn)*
9. vier, drei, zwei,	_____.	(eins)*
10. acht, neun, zehn,	_____.	(elf)

Stop Tape

*Might provide increased difficulty (therefore a longer pause on tape).

MATERIALS NEEDED FOR LESSON 10

Grades One, Two, or Three:

1. Dice, pencils, paper, envelope
2. Written word flash cards for numbers 11-13

LESSON 10 GUIDELINES

Grades One, Two, or Three:

1. Goal is to learn to read the numbers 11-13 in German.

2. "Cross Out," first introduced in lesson 7, can be adapted to practice writing and reading numbers 1-12. Directions are the same as before, except that where the players wrote the numerals on a piece of paper, they can write the word for each number.

Tape Script - Grades 1, 2, or 3 - Lesson 10

Teacher Instructions	Script		Student Response
Hold up written flash card.	Hört zu:	elf zwölf dreizehn	
		elf zwölf dreizehn	
	Lest:	elf zwölf dreizehn	elf zwölf dreizehn
		zwölf elf dreizehn	zwölf elf dreizehn

Stop Tape

Verification: Drill students' reading of flash cards by holding up the various written word cards and asking lest. You can drill first as a group, then individually.

ACTIVITY: Play "Cross Out" game.

MATERIALS NEEDED FOR LESSON 11

Grades One, Two, or Three:

1. Written word flash cards for numbers 1-16
2. Dice, pencils, paper, envelope

LESSON 11 GUIDELINES

Grades One, Two, or Three:

1. Goal is to read the numbers 14-16.

Tape Script - Grades 1, 2, or 3 - Lesson 11

Teacher Instructions	Script		Student Response
Hold up written word flash cards.	Lest:	eins	eins
		zwei	zwei
		drei	drei
		vier	vier
		fünf	fünf
		sechs	sechs
		sieben	sieben
		acht	acht
		neun	neun
		zehn	zehn
		elf	elf
	Lest:	dreizehn	dreizehn
		zwölf	zwölf
		elf	elf
		dreizehn	dreizehn
	Hört zu:	vierzehn	
		vierzehn	
	Lest:	vierzehn	vierzehn
		vierzehn	vierzehn
	Hört zu:	fünfzehn	
		fünfzehn	
	Lest:	fünfzehn	fünfzehn
		fünfzehn	fünfzehn

Tape Script - Grades 1, 2, or 3 - Lesson 11 - Cont. (2)

Teacher Instructions	Script		Student Response
Hold up appropriate flash cards.	Lest:	vierzehn	vierzehn
		fünfzehn	fünfzehn
	Hört zu:	sechzehn	
		sechzehn	
	Lest:	sechzehn	sechzehn
		sechzehn	sechzehn
		fünfzehn	fünfzehn
		sechzehn	sechzehn
		vierzehn	vierzehn

Stop Tape

Verification: Drill students' reading of flash cards by holding up the various written word cards and asking lest. Drill first as a group, then individually.

ACTIVITY: Play any game or learning activity done thus far.

MATERIALS NEEDED FOR LESSON 12

Grades One, Two, or Three:

1. Written word flash cards for numbers 1-20
2. Dice, pencils, paper, envelope
3. Worksheets V-15 through V-17
4. Materials for "Black Lagoon" game (V-18 through V-23)

LESSON 12 GUIDELINES

Grades One, Two, or Three:

1. Teach reading of the numbers 17-20.
2. Play "Cross Out" game.
3. Do worksheets V-15 through V-17. These may be done in class with the group or may be put in a learning center for the students to do on their own.
4. Taped Oral and Written exercise (see V-11). This can be either a group activity or a learning center activity.

Tape Script - Grades 1, 2, or 3 - Lesson 12

Teacher Instructions	Script		Student Response
Start Tape			
Hold up appropriate written word flash card.	Lest:	eins	eins
		zehn	zehn
		elf	elf
		acht	acht
		fünf	fünf
		zwei	zwei
		sieben	sieben
		vier	vier
		zwölf	zwölf
		sechs	sechs
		fünfzehn	fünfzehn
		dreizehn	dreizehn
		drei	drei
		neun	neun
		vierzehn	vierzehn
		sechzehn	sechzehn

Teacher Instructions	Script		Student Response
Hold up appropriate written word flash card.	Hört zu:	siebzehn achtzehn neunzehn zwanzig	
		siebzehn achtzehn neunzehn zwanzig	
	Lest:	siebzehn achtzehn neunzehn zwanzig	siebzehn achtzehn neunzehn zwanzig
		neunzehn siebzehn zwanzig achtzehn	neunzehn siebzehn zwanzig achtzehn

Stop Tape:

Verification: Drill students' reading of flash cards by holding up the various written word cards and asking lest. Drill first as a group, then individually.

ACTIVITY: Play "Cross Out" game.

ACTIVITY: Play "Black Lagoon" game.

ACTIVITY: Do worksheets V-15 through V-17.

ACTIVITY: Do matching oral and written exercise:

The student will hear a number on tape. There are 11 exercises. The student must put an X in the box next to the number he or she hears. THIS IS NOT A TEST IN ORDER TO GRADE THE STUDENTS. This is simply a device for you to know if indeed the students are learning to correlate what they hear with the written word.

Correct answers:

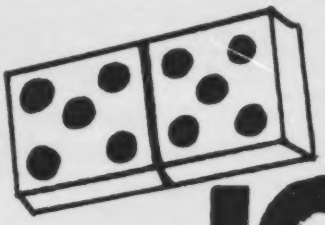
1. zwölf
2. elf
3. sechs
4. sieben
5. dreizehn
6. vier
7. fünf
8. zwei
9. neunzehn
10. zwanzig
11. siebzehn

Namen _____

Namen _____

E

2



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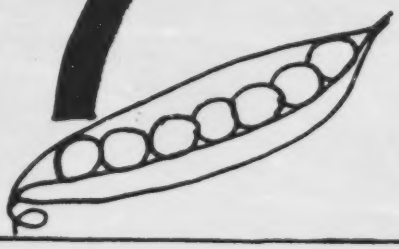

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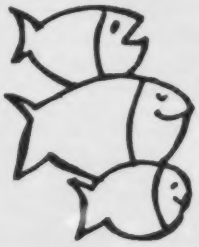

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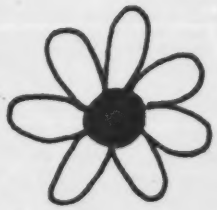

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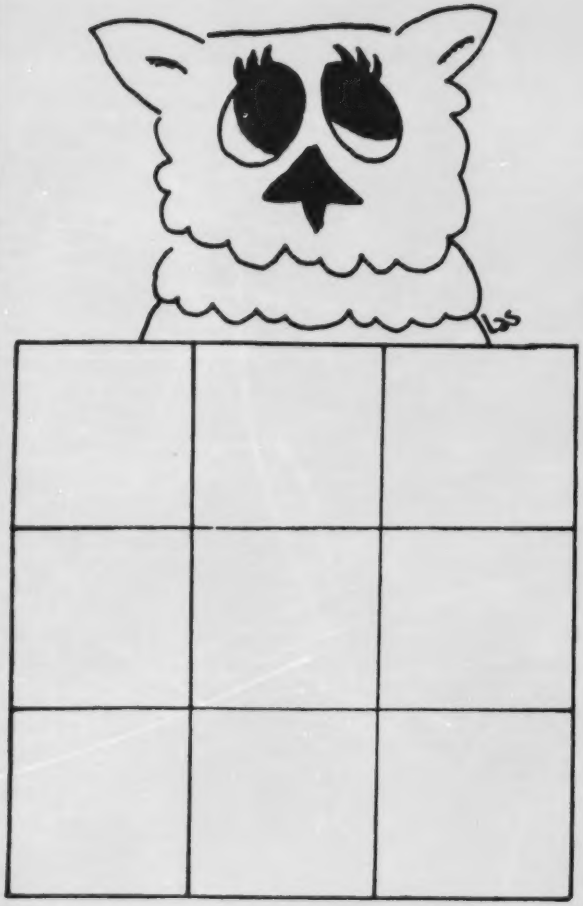
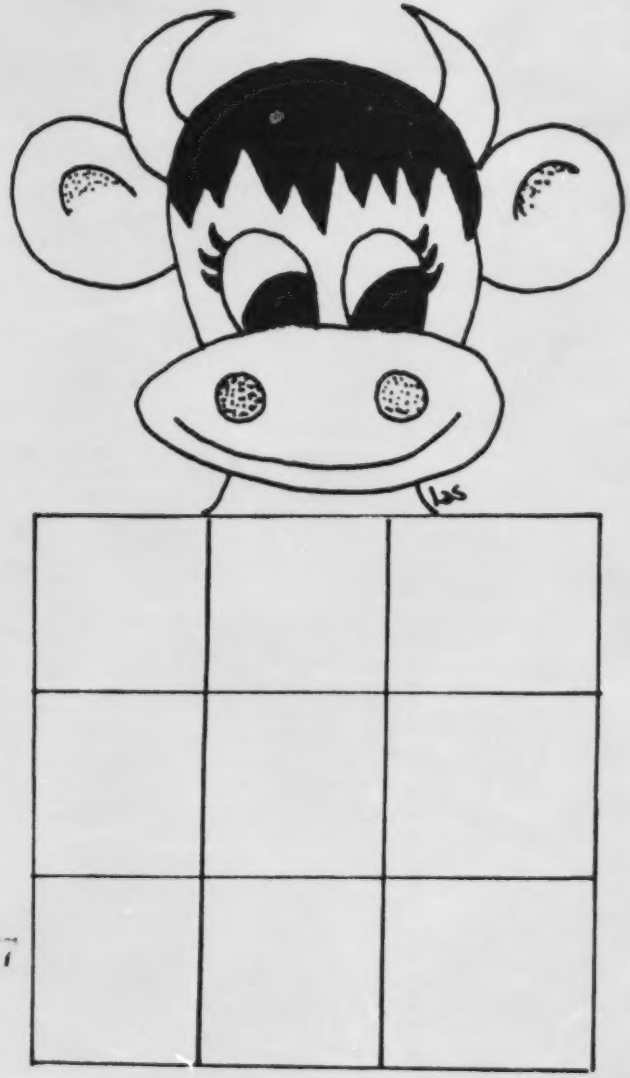
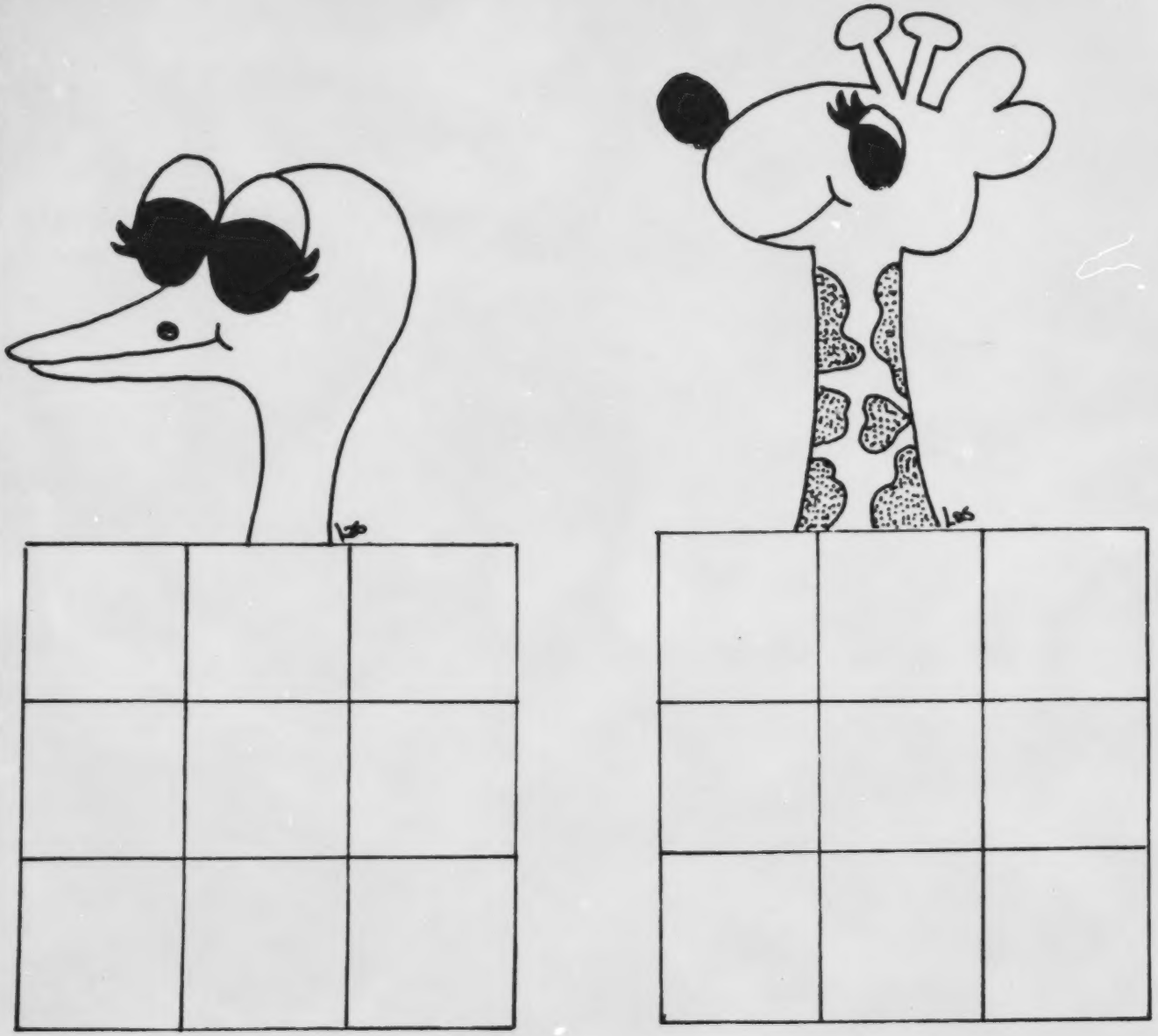
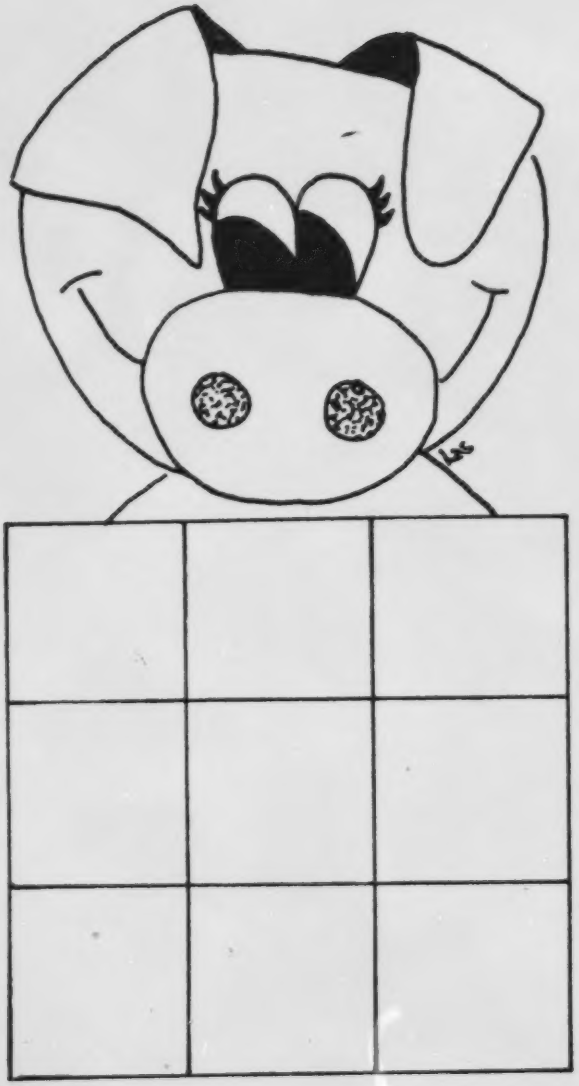
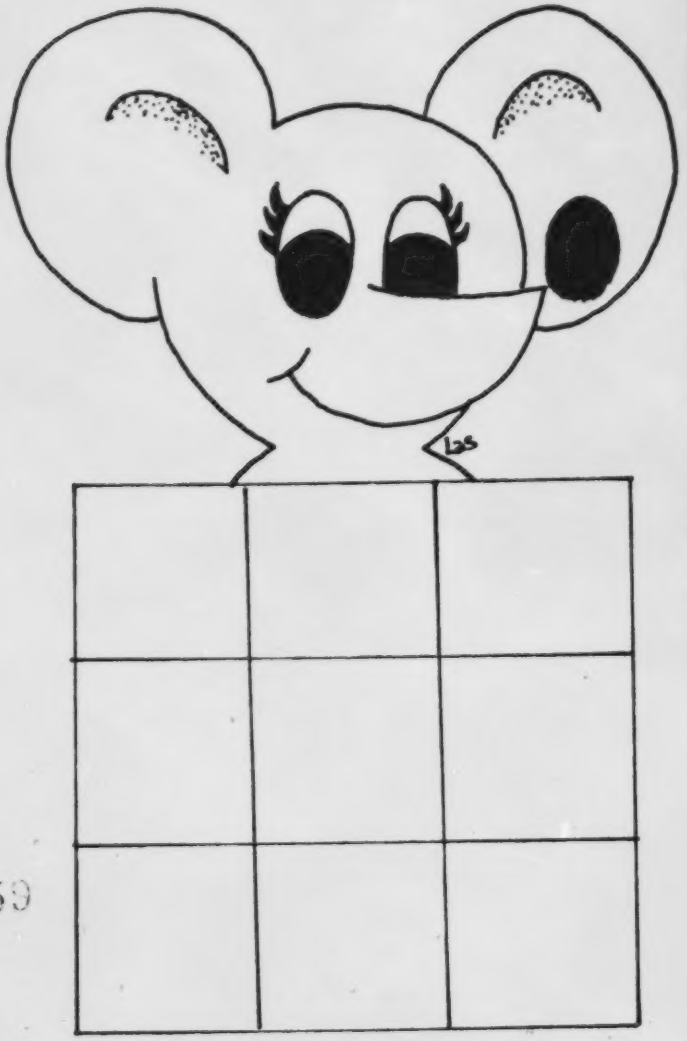
Namen _____

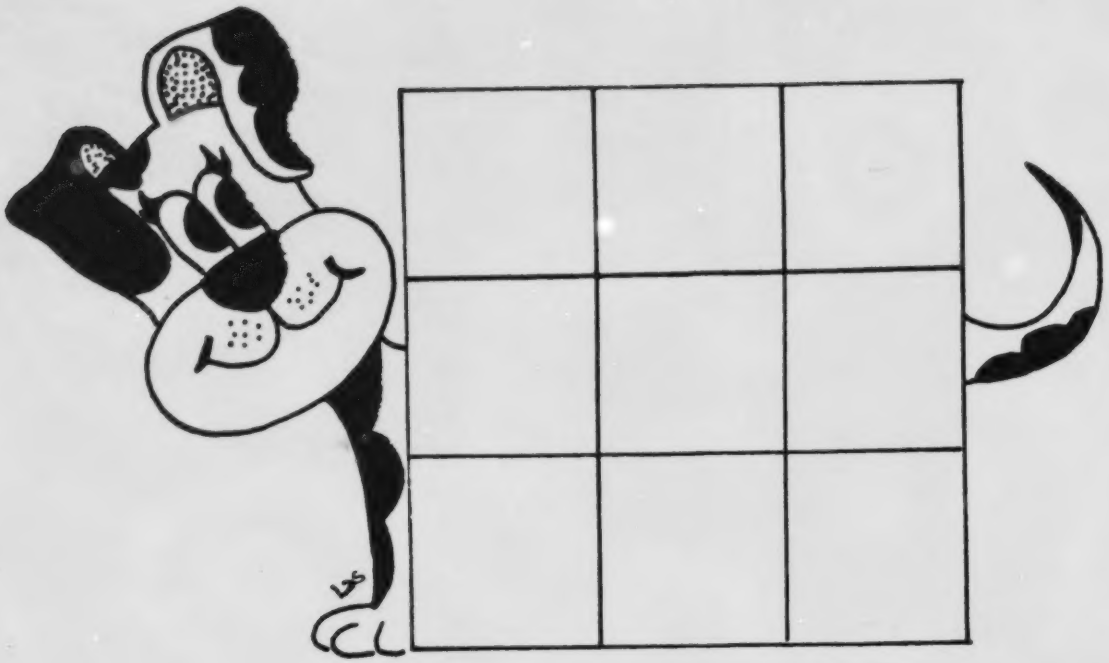


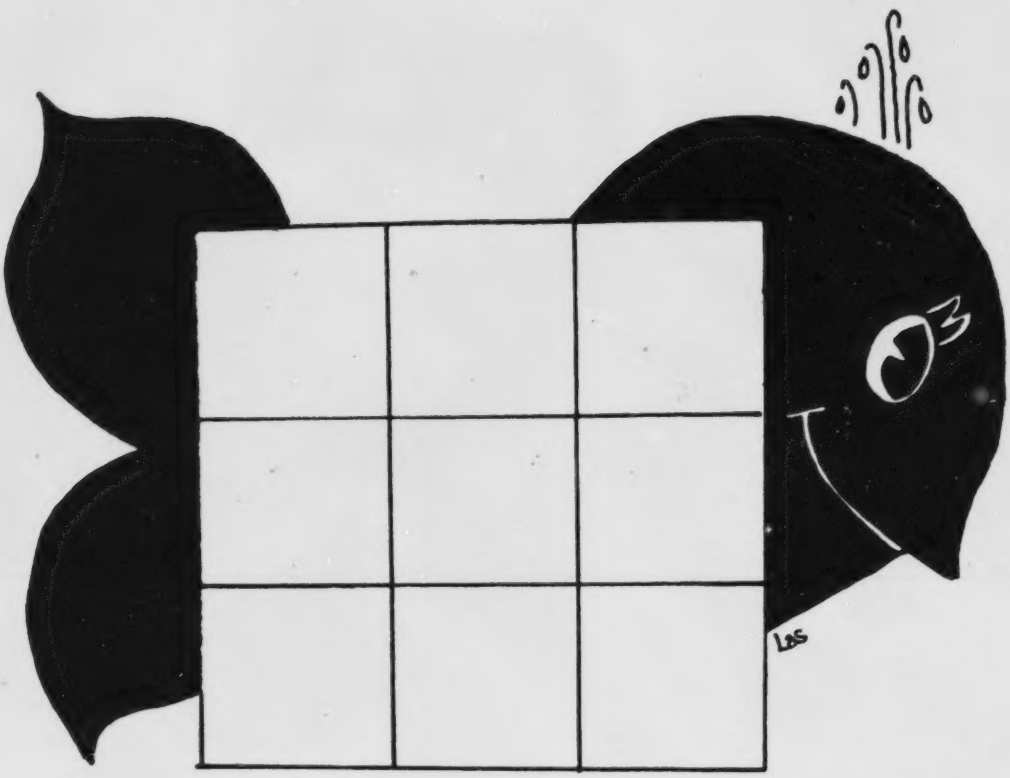












Directions - Fishing for Numbers Game

Materials Needed - 10 cardboard fish (included in Kit)
string
1 magnet
10 paper clips
scissors
clear contact paper
crayons or colored markers
2 or 3 foot dowel rod

1. Color fish (one for each number 1-10).

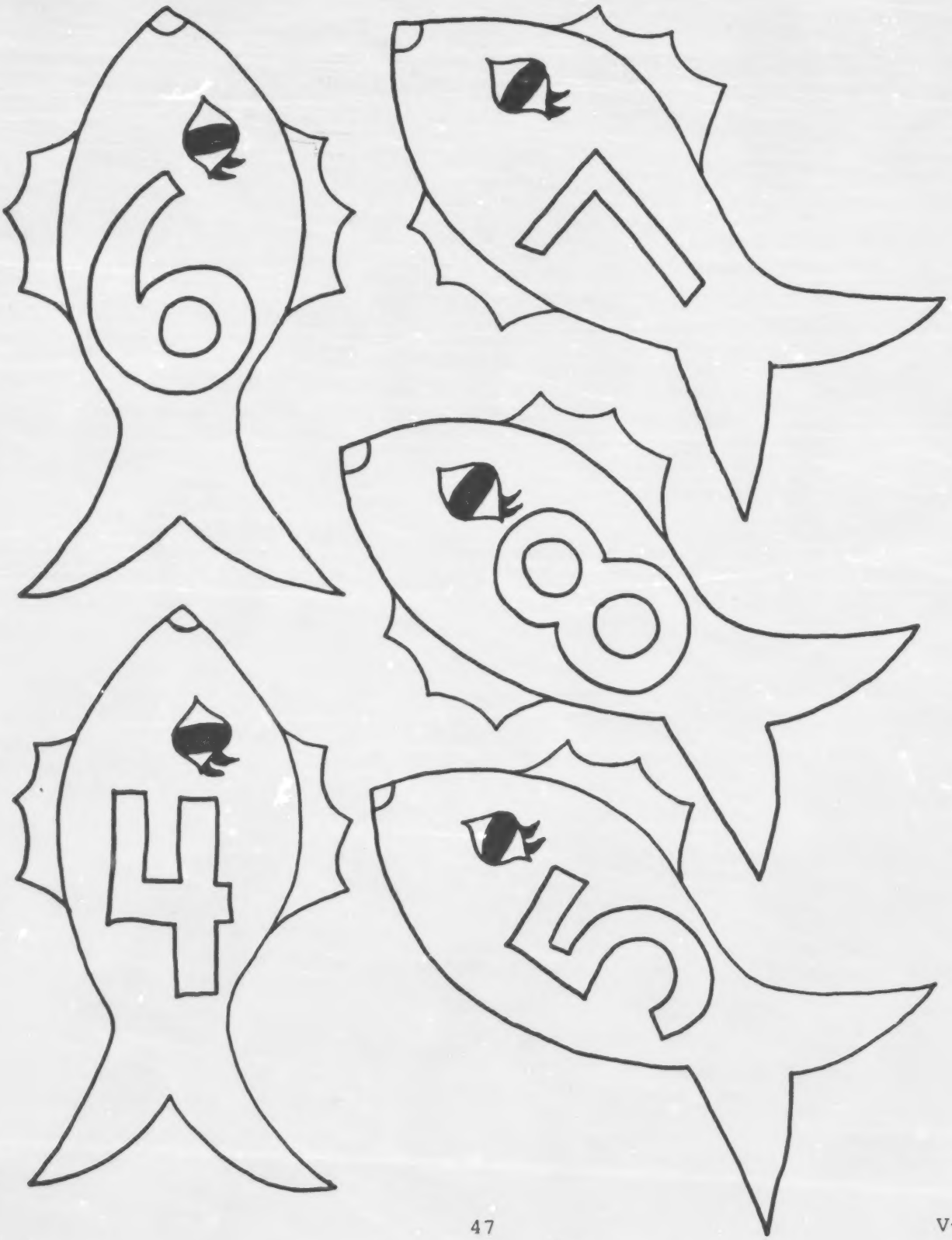
2. Cover fish with clear contact paper and cut them out.

3. Attach a paper clip to each fish.

4. Attach a piece of string to a dowel rod and attach a magnet to the end of the string.

5. Have children "fish" for the numbered fish with the dowel rod. The child must say the number in German in order to keep the fish. The child with the most fish wins. This is good for 2 or 3 players. To eliminate competition, throw the fish back in and just take turns fishing.

6. This can be self-contained in an envelope at a learning center, with the directions printed on the envelope for the children, if they can read, or can be explained once or twice by the teacher at the beginning.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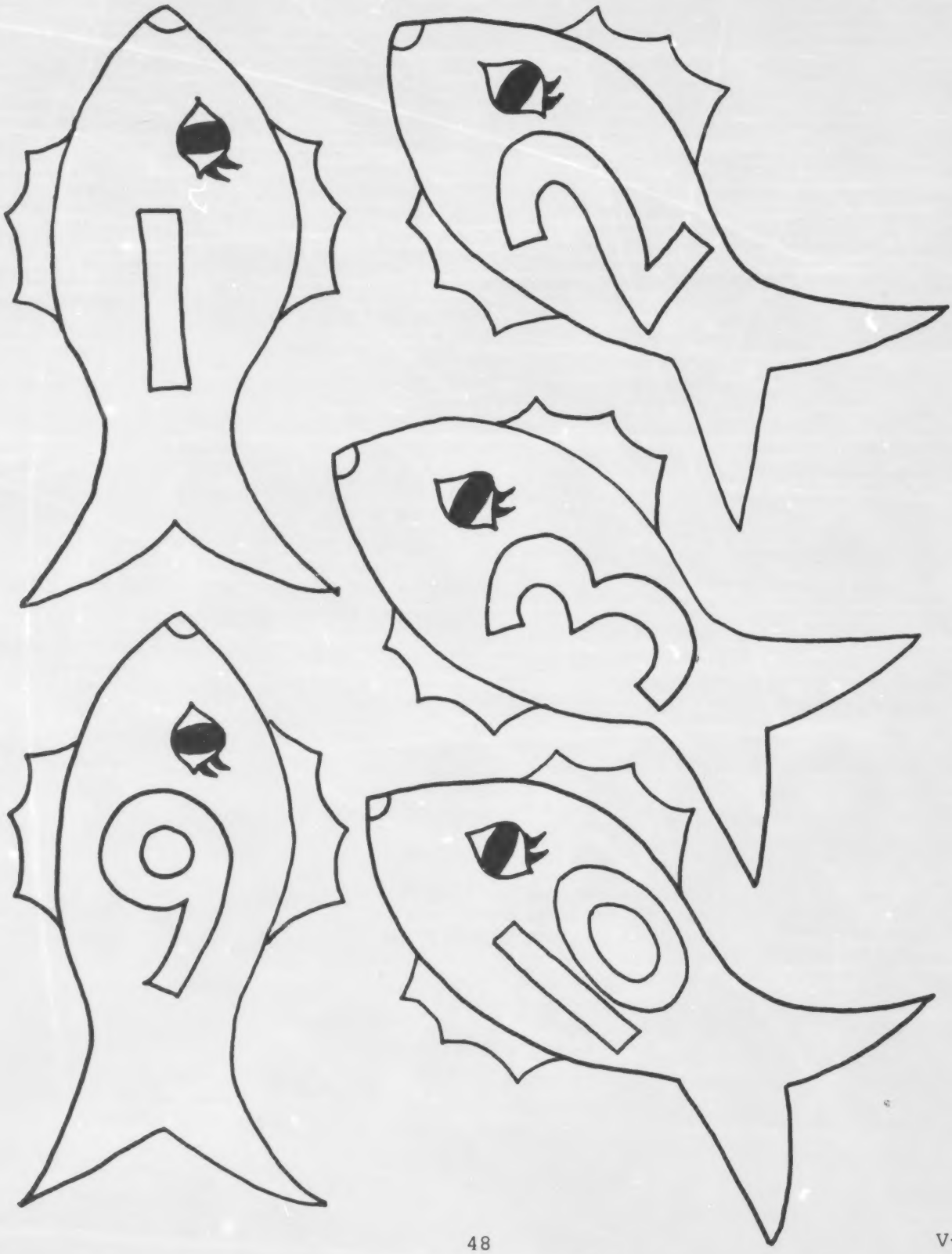
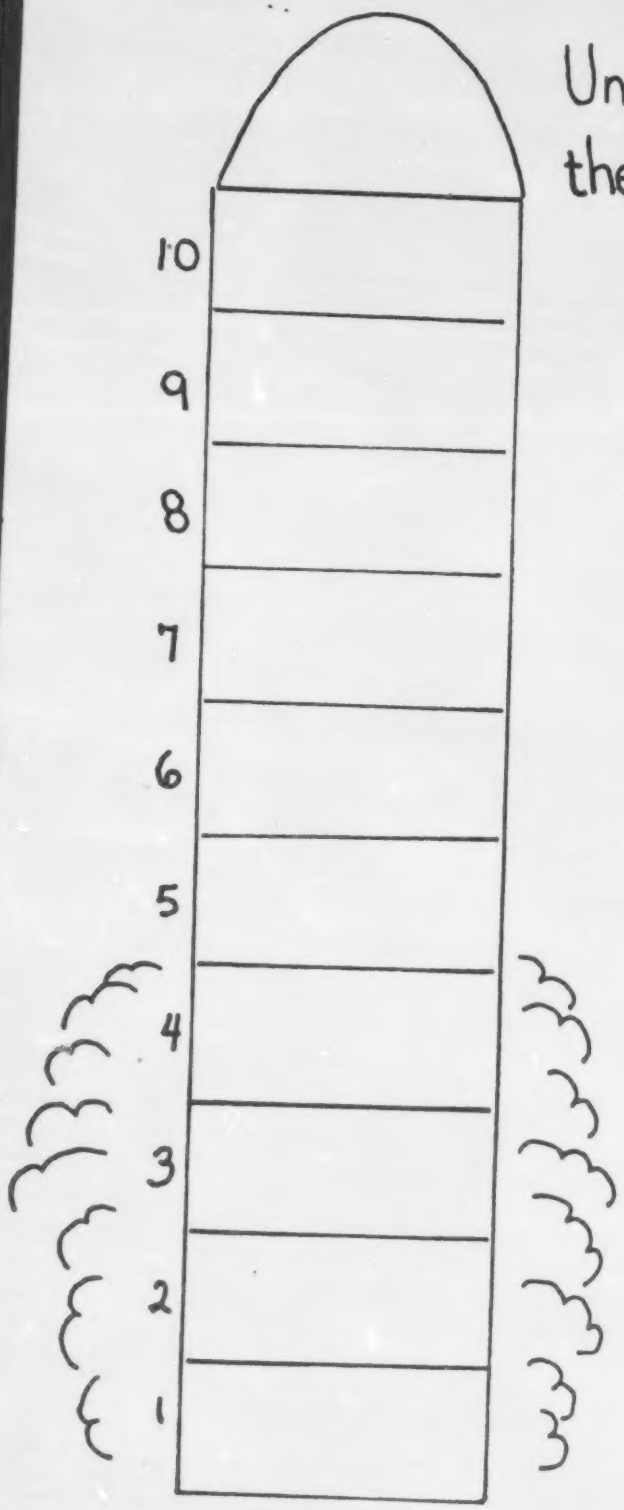

1
2
3
9
10

Namen _____

1.	zehn ☐	zwölf ☐	zwei ☐
2.	zwanzig ☐	eins ☐	elf ☐
3.	sechzehn ☐	dreizehn ☐	sechs ☐
4.	sieben ☐	siebzehn ☐	zehn ☐
5.	drei ☐	acht ☐	dreizehn ☐
6.	vier ☐	vierzehn ☐	zwölf ☐
7.	fünfzehn ☐	neun ☐	fünf ☐
8.	zwölf ☐	elf ☐	zwei ☐
9.	neun ☐	neunzehn ☐	sechzehn ☐
10.	fünf ☐	zwanzig ☐	eins ☐
11.	siebzehn ☐	zwei ☐	achtzehn ☐

Connect the dots. Namen_____

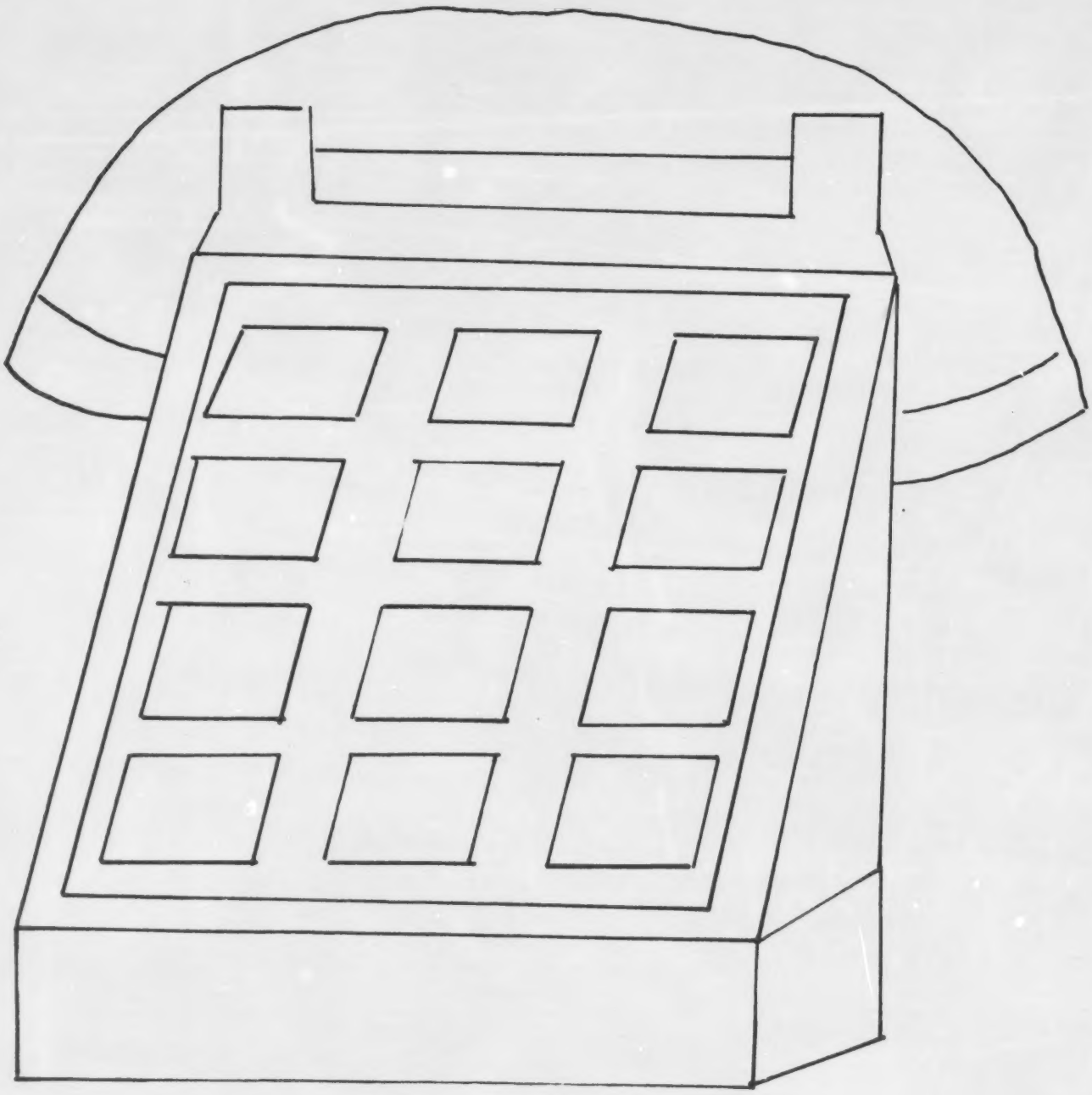
Namen_____



Unscramble and complete the rocket for "lift-off"!

unen
redi
nüff
hzne
wezni
nibese
ines
revi
ceshs
tach

Namen _____



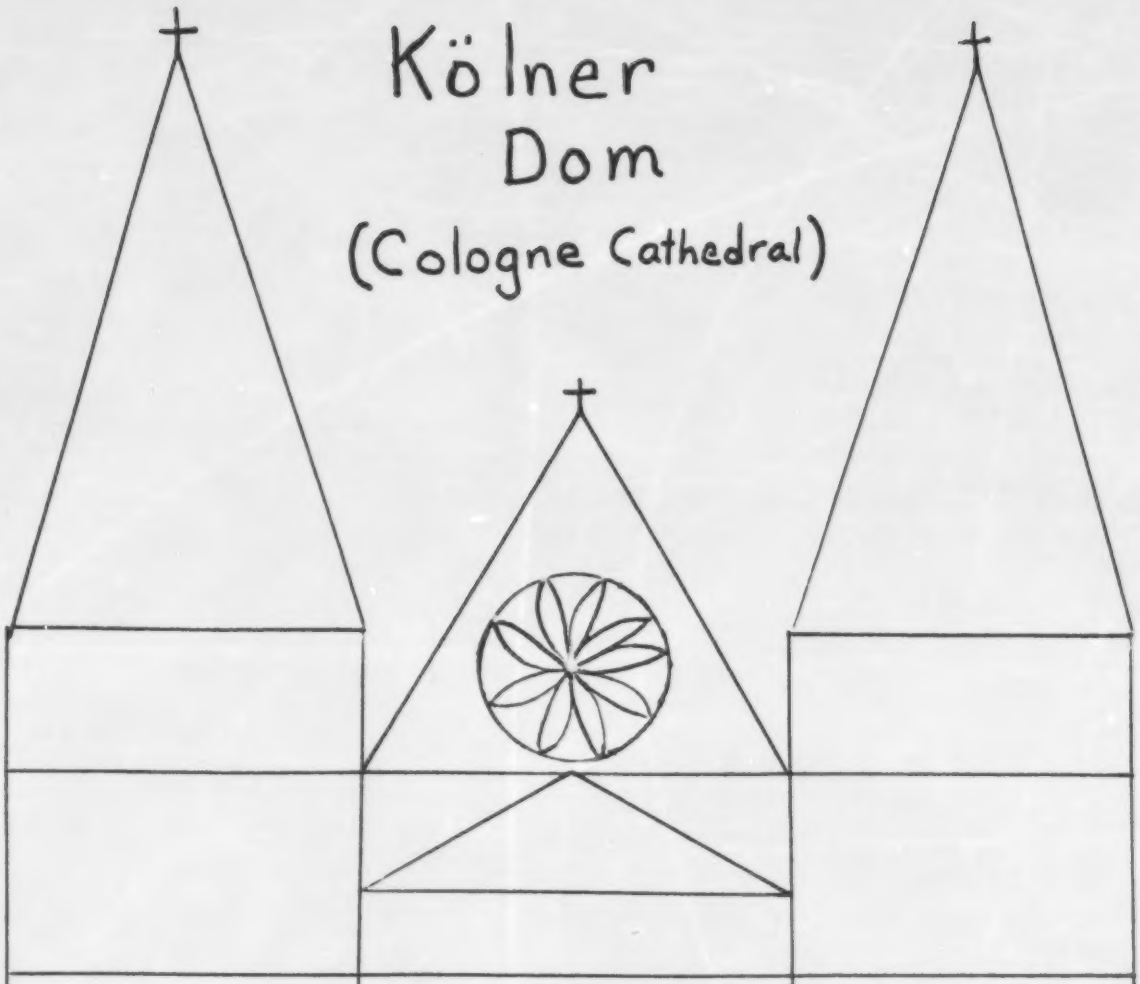
Namen _____

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Sieben	vier	neunzehn	achtzehn
zwanzig	zwölf	neun	dreizehn
acht	zehn	sechzehn	drei
vierzehn	fünf	fünfzehn	sechs
eins	elf	zwei	siebzehn

Kölner Dom

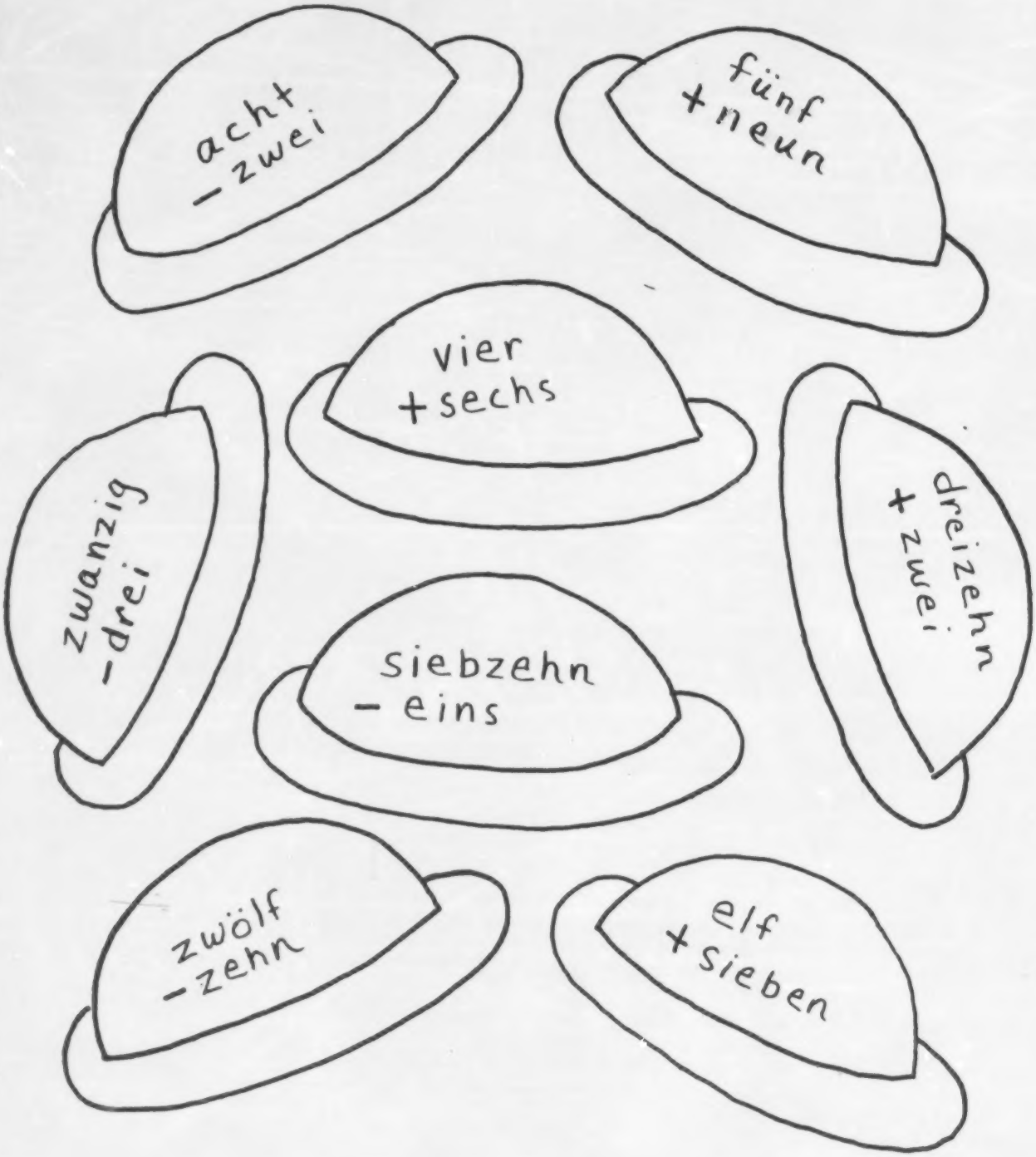
(Cologne Cathedral)



1.	zwei, vier		acht
2.	dreizehn, fünfzehn		neunzehn
3	drei, sechs		zwölf
4.	zwanzig, achtzehn		vierzehn
5	fünf, zehn		zwanzig
6.	sechzehn, fünfzehn		dreizehn

Fill in the blanks on the door

Namen _____


acht
- zwei
fünf
+ neun
vier
+ sechs
zwanzig
- drei
dreizehn
+ zwei
siebzehn
- eins
zwölf
- zehn
elf
+ sieben

Directions for Making "Black Lagoon"

1. Color each square with a number in it with a different color.
2. Decorate the cover, if you wish.
3. Attach envelope to back.
4. Laminate the entire game board with plastic contact paper.
5. Make 2 decks of "cards" out of the enclosed sheets with the written numbers by cutting on the dotted lines and then laminating the "cards."
6. Place "cards" in envelope.
7. Individual student markers can be either commercially bought markers from another game or small pieces of cardboard laminated with contact paper for durability.
8. Game is suitable for placement in a learning center.

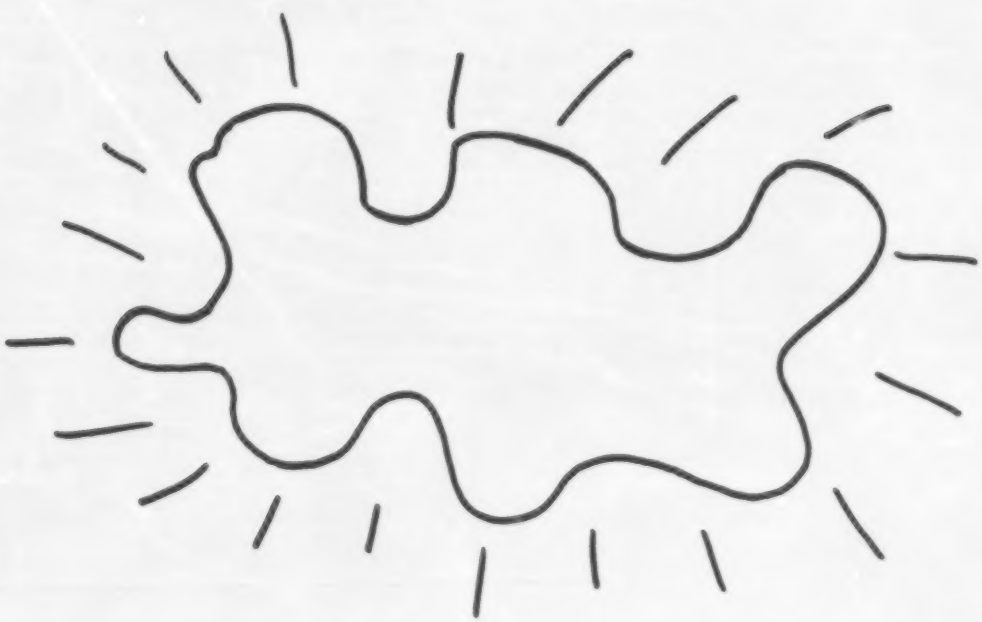
Directions on How To Play "Black Lagoon"

1. First player picks a card from the deck and reads that number in German.
2. Player then moves his/her marker to the first square with that number.
3. Each player, in turn, draws a card, reads it, and moves his/her marker.
4. At the end of the squares, to move the marker onto the Black Lagoon, each player must first draw a Black Lagoon card.
5. If during the playing a player picks a Black Lagoon card before reaching the end of the squares, he/she puts it back and has <u>no play</u> that turn.
6. First player to land on the Black Lagoon wins.

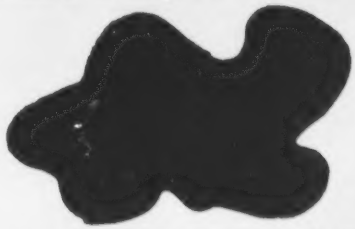
Enter...

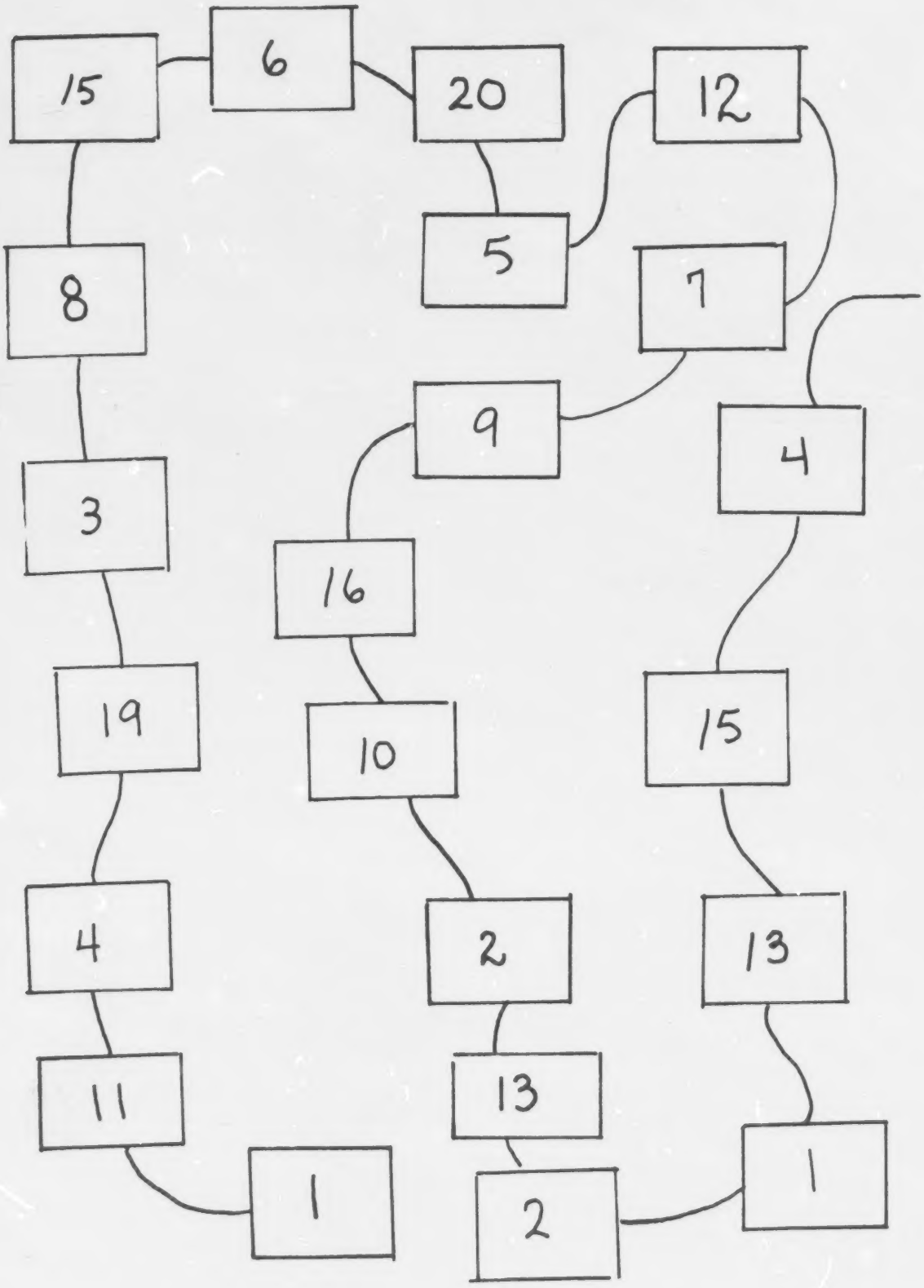
the

Black Lagoon!



eins	fünf	neun
zwei	sechs	zehn
drei	sieben	elf
vier	acht	zwölf

dreizehn	siebzehn	
vierzehn	achtzehn	
fünfzehn	neunzehn	
sechzehn	zwanzig	


15
6
20
12
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7
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3
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19
10
15
4
2
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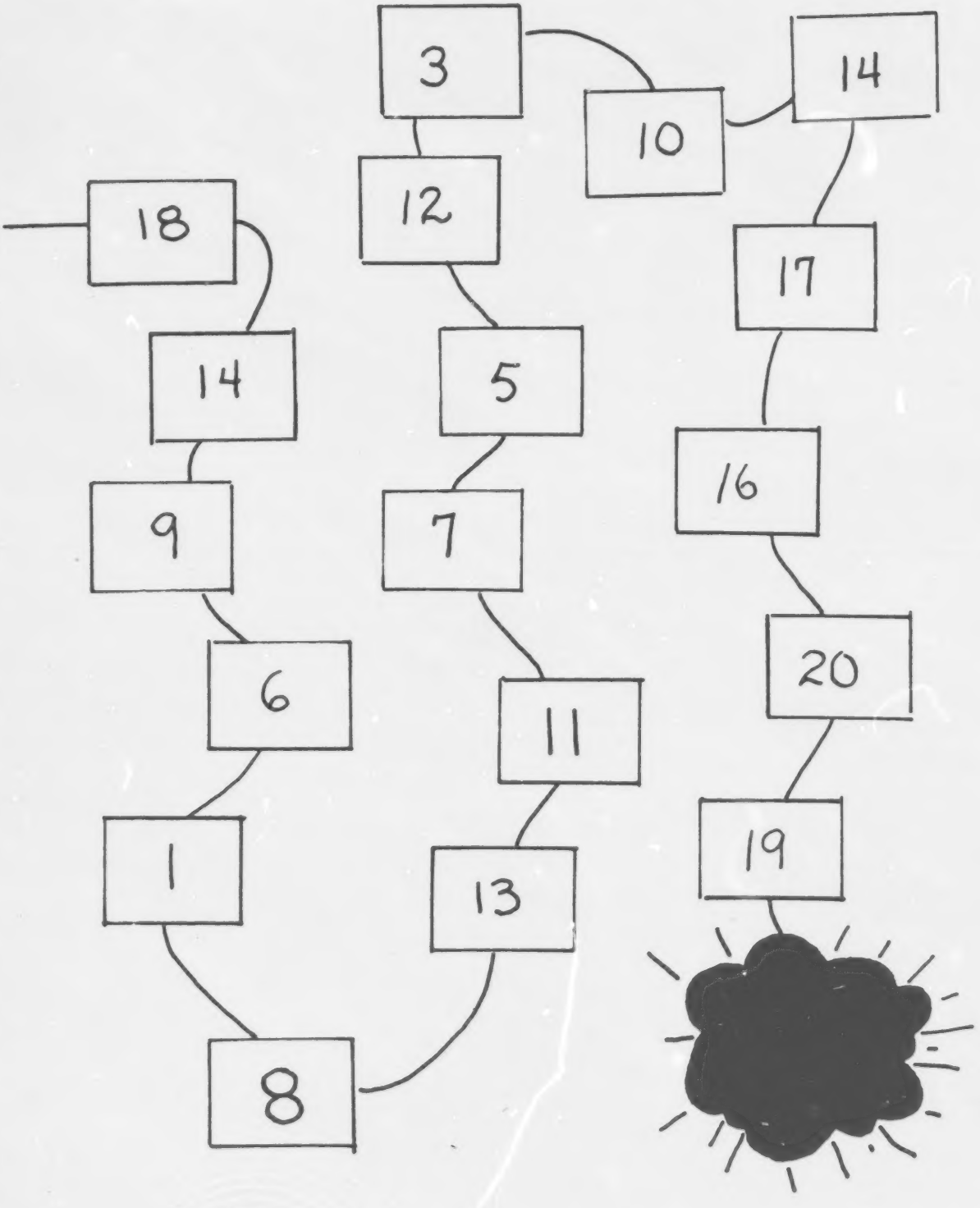
11
13
1
2
1


3
14
10
12
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16
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7
20
6
11
1
19
13
8

eins

zwei

drei

vier

fünf

sechs

sieben

acht

neun

zehn

elf

zwölf

dreizehn

vierzehn

fünfzehn

sechzehn

siebzehn

achtzehn

neunzehn

zwanzig

Body / Clothing in German

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent
April 1981

Preface

These materials are designed for use and implementation by the elementary (K-3) classroom teacher. They are intended as an experiential or enrichment component of the primary grades curriculum and not as the beginning level of a foreign language sequence. Because they are designed to be used by teachers who may not have had any background in the foreign language, the core of each lesson (tape script) is highly structured. The teacher, however, should feel free to adapt the tape script to meet the needs, interests, and abilities of his/her students. Foreign language learning does require a certain amount of repetition in order to acquire the oral skills of listening and speaking. However, if a tape script becomes too repetitive or if more repetition is needed, the teacher should feel free to omit or repeat sections of the tape script as needed. The ultimate decision on the method of presentation should be the teacher's, based on the developmental level and readiness of the children in the class.

These materials have been organized into units and each unit is divided into lessons. In each lesson there are two "levels" of material, one specifically designed for kindergarten and one for grades 1, 2, or 3. If it is felt that the materials designed for grades 1, 2, or 3 would be more appropriate for a kindergarten class or vice versa, the teacher should use those materials he/she feels would best meet his/her needs and the needs of the pupils.

In addition to the teaching guidelines and tape scripts, other visual and worksheet-type materials are included in each unit. All of the visuals in these materials will lend themselves to the making of overhead transparencies via a photocopy process or the production of electronically made ditto masters. Neither of these efforts will damage the materials.

Should teachers want to use only a part of a page for an overhead transparency or a ditto master, good quality photocopies will often serve as masters or originals. Using a photocopy in this way permits the teacher to "cut and paste" visuals as he/she desires, leaving the set of materials intact.

Teachers preferring to make posters or desiring to enlarge the visuals in the materials can do so by utilizing an opaque projector. The piece of posterboard or a large piece of construction paper can be "tacked" to the wall with masking tape. The image can be traced in pencil. When the outline is completed, the whole can be finished using felt markers or crayons.

In reproducing visual aids other than overhead transparencies (posters, flashcards), the teacher should use paper with enough "body" to stand up to repeated handling (posterboard, construction paper) and make bold lines which will "carry" to all parts of the class and can be easily seen.

Teachers should feel free to replace visuals in these materials with those they already have. If there are boy and girl puppets available, they may be used. If a teacher has visuals for the teaching of the colors or articles of clothing, those may be used.

Teachers also should not forget the possibility of putting up teaching bulletin boards--displays using items and pictures which can be pointed to in conducting recitation and practices.

There is a set of tapes accompanying each unit. These tapes are designed to assist the teacher who has had no training in the foreign language being taught. If, however, the teacher has had some language training and feels that he/she could teach the materials without the tapes, it is recommended that this be done. The tapes could, however, still be used as pronunciation aids and for reinforcement activities.

There is no sequencing of the units envisioned other than the presentation of the introductory unit first. After that, any order is acceptable. The material is designed for use in self-contained classes or individually guided education (IGE) classes and can be used for groups or for individuals.

Acknowledgments

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The materials were authored by Joanne Jones, Adjunct Professor at Indiana University-Purdue University at Indianapolis; Sherry Eggers, Spanish Teacher in the Indianapolis Public Schools; and Ruth Ann Martin, German Teacher, Guion Creek Middle School, Indianapolis. Lorraine A. Strasheim, Indiana University Coordinator for School Foreign Languages has served as the graphic artist for the visual materials. She has also served as consultant to the project, providing many suggestions for the content and format of these materials. Linda Dunlap and Frédérique Masson both free-lance artists have also contributed to the development of the visual materials.

With the support and aid of John A. Harrold, Director of the Division of Curriculum, Walter H. Bartz, State Foreign Language Consultant, has coordinated the project and has carried out the evaluation and dissemination phase.

These materials have been piloted by teachers throughout the state and their comments have provided valuable information for the final revision of this publication.

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Table of Contents

	Page
Body/Clothing in German	1
Objectives	
Kit Contents	2
Activities	
Materials	3
Unit Vocabulary	3
Lesson 1 Guidelines	7
Lesson 1 Tape Script	
Kindergarten	8
Grades 1, 2, or 3	10
Lesson 2 Guidelines	12
Lesson 2 Tape Script	
Kindergarten	13
Grades 1, 2, or 3	14
Lesson 3 Guidelines	16
Lesson 3 Tape Script	
Kindergarten	18
Grades 1, 2, or 3	20
Lesson 4 Guidelines	21
Lesson 4 Tape Script	
Kindergarten	22
Grades 1, 2, or 3	23
Lesson 5 Guidelines	25
Lesson 5 Tape Script	
Grades 1, 2, or 3	26
Lesson 6 Guidelines	27
Lesson 6 Tape Script	
Grades 1, 2, or 3	28
Lesson 7 Guidelines	31
Lesson 7 Tape Script	
Grades 1, 2, or 3	31
Lesson 8 Guidelines	33
Lesson 8 Tape Script	
Grades 1, 2, or 3	33

Table of Contents
(Continued)

	Page
Lesson 9 Guidelines	35
Lesson 9 Tape Script Grades 1, 2, or 3	35
Lesson 10 Guidelines	37
Lesson 10 Tape Script Grades 1, 2, or 3	37
Visuals and Worksheets	39

BODY/CLOTHING IN GERMAN
Kindergarten, Grades One, Two or Three

A WORD TO THE TEACHER: Although objectives, materials, activities, and detailed lesson plans have been defined for grade levels, teachers are presented with all of the materials for all of the grades so that they can make instructional decisions fitting their students' interests and abilities. A teacher with a kindergarten class that has children designated as "gifted" might, for example, find the materials for grades 1-3 more appropriate.

Objectives

Kindergarten:

1. Given the oral cue in German, children will be able to touch the corresponding part of their body.
2. Given the visual stimulus of the teacher pointing to a part of the body, children will name the part in German.
3. Given a picture with a missing body part, children will be able to tell in German what is missing.
4. Given the oral command in German, children will draw in the missing body part.
5. Given a sheet with a blank head and a sheet with the parts of the face, children will cut out the features and paste them in the appropriate spaces on the head along with giving orally the German word for each part.

Grades One, Two, or Three: The students will achieve numbers 1, 2, and 5 above, plus:

1. Given a picture and the written words for the body parts in German, children will match the words with the correct picture.
2. Given a lotto chart of the body parts and an oral cue, children will cover the correct picture with the appropriate card.
3. Given a picture crossword puzzle, children will complete it with the German words for the parts of the body pictured.
4. Given the written word for body parts in German, the children will read them.
5. Given pictures of various articles of clothing, children will name them in German.
6. Given the question Was trägst du?, children will respond Ich trage and name in German at least one of the items they are wearing.

Kit Contents

Kindergarten:
1. Tape and directions for 5 lessons
2. Instructions for making hats, visuals of various hats
3. Song lyrics and directions for motions
4. Tape and directions for "What's Missing?"
5. Master sheets for cutting and pasting face and head
6. Game Der Kopf (the head)

Grades One, Two, or Three: Numbers 1 (for 10 lessons) 3, and 5 above, plus:

1. Mouse master sheet for filling in parts of face
2. Lotto game master sheets of chart and cover cards
3. Crossword puzzle and picture crossword puzzle masters for Der Körper
4. Visuals of clothing items
5. Tape and directions for "Simon Says" game
6. Word flash cards
7. Master sheet of Der Machinenmensch
8. Master sheet for matching game

Activities

*indicates materials and/or activity are in Kit.

Kindergarten:
1. Making a newspaper hat*
2. Singing a song using the hat*
3. Drawing in missing parts of face*
4. Cutting and pasting parts of face on head*
5. Playing game Der Kopf*
6. Playing "L'eggs" game
7. Making paper plate heads*

Note: The "Simon Says" game has been omitted from the German kindergarten unit due to the language problem in German with the word "touch" (fasst...an). However, this game is in the grades 1, 2, or 3 materials if the kindergarten teacher wishes to use it.

Grades One, Two, or Three: Numbers 4 and 5 above, plus:

1. Filling in parts of the mouse*
2. Playing lotto game with body parts*
3. Completing crossword puzzle and picture crossword puzzle*
4. Playing "Simon Says" game in German*
5. Matching body parts with German word*

6. Playing chain version of Was Trägst Du? game
7. Playing reading game
8. Playing "Hangman"
9. Naming parts of "Mr. Bones"
10. Having old-fashioned spelling bee
11. Playing "Concentration"*
12. Completing Der Machinenmensch worksheet*
13. Playing "Pass the Hat"

Materials

Kindergarten:

1. Old newspapers (or hats from home)
2. Crayons, pencils, markers
3. Scissors
4. Paste
5. Tape recorder
6. Paper plates
7. Yarn for hair on paper plate heads
8. Construction paper/cardboard
9. "L'eggs" containers and miniature body parts

Grades One, Two, or Three: All of the above, plus:

1. Cardboard to mount visuals, lotto boards, and cards
2. Clear contact paper
3. Skeleton

VOCABULARY

Note to the teacher: These vocabulary lists are intended for reference only. Please do not play them for students to repeat as a whole list. The student words are all introduced in the lessons. Use this part of the tape only for review or practice of certain words or for your own use.

KINDERGARTEN

A. Student

head	der Kopf	(dehr kopf)
hair	die Haare	(dee HAAR-a)
eyes	die Augen	(dee OU-gen)
eye*	das Auge	(dahs OU-ga)
nose	die Nase	(dee NAAZ-a)

mouth	der Mund	(dehr moont)
ears	die Ohren	(dee OAR-en)
ear*	das Ohr	(dahs oar)
hat	der Hut	(dehr hoot)

*Note: The singular of eyes and ears is included here for your information only. The children will learn the plural of these two words. The words der, die, and das mean "the." The definite article (the) is used with the parts of the body in German instead of the possessive pronouns. The above vocabulary words are rarely used without either a definite or indefinite article.

B. Teacher

What's this?	Was ist das?	(vahs ist dahs)

(For use in reviewing parts of the body when you stop the tape.)

Repeat (pl.)	Wiederholt	(vee-der-HOHLT)
Repeat (sing.)	Wiederhole	(vee-der-HOHL-a)

(For use when showing hats and having children practice the German word der Hut. Use the plural command for addressing the whole class. The singular command is included for use when addressing one child.)

What's missing?	Was fehlt?	(vahs fehlt)
Draw (pl.)	Malt!	(mahlt)
Draw (sing.)	Male!	(MAHL-a)

(For use with the "What's Missing?" worksheet. This activity is on tape; however, should you choose to do it yourself or with individuals instead of the whole group, these words will be useful. Use malt when addressing the whole class, and male when addressing one child.)

Cut (pl.)	Schneidet...aus!	(SHNIGH-det ouss)
Cut (sing.)	Schneide...aus!	(SHNIGH-da ouss)
Paste (pl.)	Klebt...an!	(klaypt ahn)
Paste (sing.)	Klebe...an!	(KLAYB-a ahn)

GRADES ONE, TWO, OR THREE

A. Student

head	der Kopf	(dehr kopf)
hair	die Haare	(dee HAAR-a)

eyes	die Augen	(dee OU-gen)
eye*	das Auge	(dahs OU-ga)
nose	die Nase	(dee NAAZ-a)
mouth	der Mund	(dehr moont)
ears	die Ohren	(dee OAR-en)
ear*	das Ohr	(dahs oar)
arm	der Arm**	(dehr ahrm)
hand	die Hand**	(dee hahnt)
finger	der Finger**	(dehr FING-er: rhymes with "singer")
leg	das Bein**	(dahs bighn)
foot	der Fuss**	(dehr fooss)
teeth	die Zähne**	(dee TSAI-na)
hat	ein Hut***	(ighn hoot)
pants (singular)	eine Hose***	(IGHN-a HOAZ-a)
shirt	ein Hemd***	(ighn hemt)
blouse	eine Bluse***	(IGHN-a BLOOZ-a)
dress	ein Kleid***	(ighn klight)
skirt	ein Rock***	(ighn rok)
I'm wearing	ich trage	(ikh TRAAG-a)
and	und	(oont)

* The singular of these words is included here for your information. Eyes and ears will be introduced in the plural on the tape.

** The plural forms of these words are die Arme, die Hände, die Finger, die Beine, die Füsse. "Tooth" is Zahn.

*** The words ein and eine mean "a," the indefinite article.

B. Teacher

What's this?	Was ist das?	(vahs ist dahs)
What are these?	Was ist das?	(vahs ist dahs)

(For use when reviewing the parts of the body and clothing.)

the parts of the mouse	die Teile der Maus	(dee TIGHL-a dehr mouss)

(For use with V-9.)

body	der Körper	(dehr KOER-per)

(For use with picture crossword puzzle, V-11.)

Simon says	Simon sagt	(SEEH-mon zahkt)
Simon does not say	Simon sagt nichts	(SEEH-mon zahkt nikhts)
Touch (sing.)	Fasse...an!	(FAHS-a ahn)
Touch (pl.)	Fast...an!	(fahst ahn)

(For use with "Simon Says" game.)

clothes	die Kleidung	(dee KLIGH-doong)
What are you wearing?	Was trägst du?	(vahs trehkst doo)
Read (sing.)	Lies!	(leess)
Read (pl.)	Lest!	(lehst)
Cut (sing.)	Schneide...aus!	(SCHNIGH-da ouss)
Cut (pl.)	Schneidet...aus!	(SCHNIGH-det ouss)
Paste (sing.)	Klebe...an!	(KLAYB-a ahn)
Paste (pl.)	Klebt...an!	(klaybt ahn)
Stand up (sing.)	Steh...auf!	(shtay ouf)
Stand up (pl.)	Steht...auf!	(shtayt ouf)

MATERIALS NEEDED FOR LESSON 1

Kindergarten:
1. Tape
2. Tape recorder
3. Tape script
4. Newspapers
5. Pictures of hats (you may want to color these in)
6. Any hat for demonstration
7. Instructions for making hats (V-1)

Grades One, Two, or Three: Numbers 1, 2, and 3 above

LESSON 1 GUIDELINES

Kindergarten:

1. Introducing the Vocabulary: You may want to explain to the children that they are going to learn to say the parts of the face and head in German - words like head, hair, eyes, nose, ears, mouth. The initial presentation of the vocabulary from the tape is very important. Everyone should be seated, facing you. The tape recorder should be close at hand so that you can start and stop it easily. It is suggested that you read over the tape script beforehand. Your part is to touch the various body parts on yourself as the tape says the word (or slightly before) and also as you and the children repeat the word. The children are to touch their head, etc., as they say the German word. You will need to have the order of the words well in mind. You will need to gesture vigorously, using no English.

2. Making a Hat: Show many different types of hats or pictures of hats. (See master sheet V-2.) As you present each one say der Hut. Have students repeat after you each time by saying Wiederholt. You may want to use a hand signal to give them the idea that you want them to repeat. Have each child make his/her own hat from newspaper as an activity, or have students bring one from home for use with the song which they will learn in a later lesson. (See instruction sheet for making hats from newspaper, V-1.)

Grades One, Two, or Three: Number 1 above

Tape Script - Kindergarten - Lesson 1

Teacher Instructions	Script		Student Response
Start Tape			
Touch body parts in following order:	Let's practice saying the parts of the head and face in German.		
Cup hands to ears to indicate listen.	Hört zu:		
head		der Kopf	
head		der Kopf	
head	Wiederholt:	der Kopf	der Kopf
head		der Kopf	der Kopf
hair	Hört zu:	die Haare	
hair		die Haare	
hair	Wiederholt:	die Haare	die Haare
hair		die Haare	die Haare
head		der Kopf	der Kopf
head		der Kopf	der Kopf
hair		die Haare	die Haare
hair		die Haare	die Haare

Stop Tape: This is a comprehension check to be sure that the children are doing more than "parroting."

Ask Was ist das? as you point to the following:	
hair	die Haare
head	der Kopf
head	der Kopf
hair	die Haare

Start Tape

Hold up a hat.	Hört zu:	der Hut	
Hold up a hat.		der Hut	
Hold up a hat.	Wiederholt:	der Hut	der Hut
Hold up a hat.		der Hut	der Hut
Touch head.		der Kopf	der Kopf
Touch hair.		die Haare	die Haare
Hold up hat.		der Hut	der Hut

Stop Tape

Tape Script - Kindergarten - Lesson 1 - Cont. (2)

Teacher Instructions	Student Response
Ask Was ist das? as you point to the following:	
hat	der Hut
hair	die Haare
hair	die Haare
head	der Kopf
hat	der Hut !

ACTIVITY: Making a hat

Tape Script - Grades 1, 2, or 3 - Lesson 1

Teacher Instructions	Script		Student Response
Start Tape	Let's practice saying the parts of the head in German.		
Cup hands to ears to indicate listen.	Hört zu:		
Touch body parts in the following order:			
head		der Kopf	
head		der Kopf	
head	Wiederholt:	der Kopf	der Kopf
head		der Kopf	der Kopf
hair	Hört zu:	die Haare	
hair		die Haare	
hair		die Haare	
hair	Wiederholt:	die Haare	die Haare
hair		die Haare	die Haare
head		der Kopf	der Kopf
head		der Kopf	der Kopf
hair		die Haare	die Haare
hair		die Haare	die Haare

Stop Tape: This is a comprehension check to be sure that the children are doing more than just "parroting."

Ask Was ist das? as you point to the following:	
hair	die Haare
head	der Kopf
head	der Kopf
hair	die Haare

Start Tape			
Touch body parts in following order:			
eyes	Hört zu:	die Augen	
eyes		die Augen	

Tape Script - Grades 1, 2, or 3 - Lesson 1 - Cont. (2)

Teacher Instructions	Script	Student Response
Touch body parts in following order:		
eyes	Wiederholt: die Augen	die Augen
eyes	die Augen	die Augen
head	der Kopf	der Kopf
eyes	die Augen	die Augen
eyes	die Augen	die Augen
hair	die Haare	die Haare
eyes	die Augen	die Augen
Stop Tape		
Ask Was ist das? as you point to the following:		
eyes		die Augen
eyes		die Augen
head		der Kopf
hair		die Haare
eyes		die Augen

MATERIALS NEEDED FOR LESSON 2

Kindergarten: 1. "L'eggs" containers
2. Pictures or miniature parts of head

Grades One, Two, or Three: Der Kopf game (V-3, V-4, and V-5)

LESSON 2 GUIDELINES

Kindergarten:

1. Introduce the two new vocabulary words - die Augen, die Nase - in the same manner as lesson 1.

2. "L'eggs" Game: The "eggs" that some stockings come in can be decorated or colored. Some are already metallic and/or colored. Put in each "egg" either a picture of one of the body parts or a minature of one (such as a part of a "Mr. Potato Head" Game). Each student selects an "egg" and then must say in German what was in his/her egg. Children love the excitement of such a game. For an added treat, put a piece of candy in one. This adds an element of suprise!

Grades One, Two, or Three:

1. Introduce the rest of the head parts - nose, ears and mouth - using the same procedure as lesson 1.

2. Der Kopf Game: This is excellent reinforcement for the parts thus learned. It can be part of a learning center or played by small groups (2-6 at a time). The game is played much like "Cootee." Each player completes a head with ears, eyes, nose, mouth and hair by taking his/her turn spinning the wheel and adding features once the "head" is obtained.

Tape Script - Kindergarten - Lesson 2

Teacher Instructions	Script		Student Response
Review head, hat and hair.			
Start Tape			
Touch body parts in following order:			
eyes	Hört zu:	die Augen	
eyes		die Augen	
eyes	Wiederholt:	die Augen	die Augen
eyes		die Augen	die Augen
head		der Kopf	der Kopf
hair		die Haare	die Haare
nose	Hört zu:	die Nase	
nose		die Nase	
nose	Wiederholt:	die Nase	die Nase
nose		die Nase	die Nase
eyes		die Augen	die Augen
eyes		die Augen	die Augen
nose		die Nase	die Nase
nose		die Nase	die Nase
Stop Tape			
Ask Was ist das? as you point to the following:			
eyes			die Augen
eyes			die Augen
nose			die Nase
eyes			die Augen
nose			die Nase
nose			die Nase

ACTIVITY: Play "L'eggs" game.

Tape Script - Grades 1, 2, or 3 - Lesson 2

Teacher Instructions		Script	Student Response
Start Tape			
Touch body parts in following order:			
nose	Hört zu:	die Nase	
nose		die Nase	
nose	Wiederholt:	die Nase	die Nase
nose		die Nase	die Nase
eyes		die Augen	die Augen
nose		die Nase	die Nase
nose		die Nase	die Nase
hair		die Haare	die Haare
nose		die Nase	die Nase
head		der Kopf	der Kopf
eyes		die Augen	die Augen
nose		die Nase	die Nase
Stop Tape			
Ask Was ist das? as you point to the following:			
nose			die Nase
nose			die Nase
head			der Kopf
hair			die Haare
nose			die Nase
eyes			die Augen
nose			die Nase
Start Tape			
Touch body parts in following order:			
both ears	Hört zu:	die Ohren	
both ears		die Ohren	
both ears	Wiederholt:	die Ohren	die Ohren
both ears		die Ohren	die Ohren
eyes		die Augen	die Augen
nose		die Nase	die Nase
ears		die Ohren	die Ohren
ears		die Ohren	die Ohren
nose		die Nase	die Nase
ears		die Ohren	die Ohren
Stop Tape			

Tape Script - Grades 1, 2, or 3 - Lesson 2 - Cont. (2)

Teacher Instructions	Script		Student Response
Ask Was ist das? as you point to the following:			
ears			die Ohren
ears			die Ohren
eyes			die Augen
nose			die Nase
ears			die Ohren
Start Tape			
Touch body parts in following order:			
mouth	Hört zu:	der Mund	
mouth		der Mund	
mouth	Wiederholt:	der Mund	der Mund
mouth		der Mund	der Mund
ears		die Ohren	die Ohren
mouth		der Mund	der Mund
hair		die Haare	die Haare
head		die Kopf	die Kopf
mouth		der Mund	der Mund
ears		die Ohren	die Ohren
eyes		die Augen	die Augen
mouth		der Mund	der Mund
nose		die Nase	die Nase
ears		die Ohren	die Ohren
mouth		der Mund	der Mund
Stop Tape			

ACTIVITY: Play Der Kopf game.

MATERIALS NEEDED FOR LESSON 3

Kindergarten:
1. Game Der Kopf (V-3, V-4, and V-5)
2. Master sheet for "What's Missing?" (V-8)
3. Crayons, markers, or pencils

Grades One, Two, or Three: Flash cards for reading der Kopf, die Haare, die Augen

LESSON 3 GUIDELINES

Kindergarten:

1. Finish teaching the rest of the face parts.

2. The following song may be used to practice and reinforce the vocabulary. It is sung to the tune of "Head, Shoulders, Knees, and Toes." Children will use the hats they have made or brought from home.

   (Touch head, hair, eyes, nose as you sing slowly.)

   Kopf, Haare, Augen, Nase,
   Augen, Nase!

   Kopf, Haare, Augen, Nase,
   Augen, Nase!

   (Touch ears, mouth, nose, hat; put hat on head second time it is said.)

   Ohren, Mund, Nase, Hut,
   Nase, Hut!

   (Touch ears, mouth, nose, hat; take off hat and wave it in air second time it is said.)

   Ohren, Mund, Nase, Hut!
   Nase, Hut!

3. Game - Der Kopf: This game can be played by as many as six players. It is played much like "Cootee." Each player completes a head with ears, eyes, nose, mouth and hair by taking his/her turn spinning the wheel and adding features once the "head" is obtained.

4. "What's Missing?" (Was Fehlt?): This game is on tape. Each child needs a copy of the master sheet and something to draw with. As the tape asks Was fehlt?, students will say in German

which part of the body is missing. As the tape says Malt, children draw in the part. It is suggested that you read over the script beforehand to see where it will be necessary to stop the tape to allow time for the children to draw. If you prefer, this may be an individual activity in the learning center - with cassette tape and worksheets in a self-contained kit. Children may color in the sheet and draw in the missing features. Students could also do this in small groups, giving orally the German word for the missing part.

Grades One, Two, or Three:

1. Introduce reading by using flash cards of head, hair, and eyes.*

2. For reinforcement of the 6 head parts, any of the activities from lessons 1 and 2 can be repeated.

3. Reading Game: Divide class into two teams. Show a flash card to a member of team 1. The student must read the word correctly and give its equivalent in English. If he or she misses, team 2 gets a chance. Score as in golf (since the scores tend to be high) with the team that misses getting a point. The lowest score wins. This gets better and harder as the amount of reading vocabulary increases.

4. Pronunciation Note: Be sure to correct students' tendency to omit the "n" in Augen and the "e" in Haare. The correct pronunciations are: (OU-gen) and (HAAR-a).

* This, and all other reading lessons, is optional, to be used at the teachers's discretion.

Tape Script - Kindergarten - Lesson 3

Teacher Instructions		Script	Student Response
Review Drill:			
Ask Was ist das? as you point to the following:			
hair			die Haare
head			der Kopf
hair			die Haare
hat			der Hut
head			der Kopf
hat			der Hut
eyes			die Augen
nose			die Nase
nose			die Nase
eyes			die Augen
Start Tape			
Touch body parts in following order:			
ears	Hört zu:	die Ohren	
ears		die Ohren	
ears	Wiederholt:	die Ohren	die Ohren
ears		die Ohren	die Ohren
nose		die Nase	die Nase
nose		die Nase	die Nase
mouth	Hört zu:	der Mund	
mouth		der Mund	
mouth	Wiederholt:	der Mund	der Mund
mouth		der Mund	der Mund
ears		die Ohren	die Ohren
ears		die Ohren	die Ohren
mouth		der Mund	der Mund
Stop Tape			

Teacher Instructions	Student Response
Ask Was ist das? as you point to the following:	
ears	die Ohren
ears	die Ohren
mouth	der Mund
mouth	der Mund
eyes	die Augen
mouth	der Mund
ears	die Ohren

ACTIVITY: Sing song to tune of "Head, Shoulders, Knees and Toes."

ACTIVITY: Play Der Kopf game.

ACTIVITY: Do "What's Missing?" worksheet. Each child should have a copy of the activity sheet (V-8) in front of him or her and something to draw with. Tell students to look carefully at each picture and tell in German what is missing. Explain the meanings of Was fehlt? (What's missing?) and Malt (Draw).

Teacher Instructions	Script	Student Response
Start Tape	Picture number 1 (eins):	
	Was fehlt?	die Augen
	Ja, die Augen.	
	Malt die Augen!	(Draw in eyes.)
Stop Tape		
Start Tape	Picture number 2 (zwei):	
	Was fehlt?	der Mund
	Ja, der Mund.	
	Malt den Mund!*	(Draw in mouth.)
Stop Tape		
Start Tape	Picture number 3 (drei):	
	Was fehlt?	die Nase
	Ja, die Nase.	
	Malt die Nase!	(Draw in nose.)
Stop Tape		
Start Tape	Picture number 4 (vier):	
	Was fehlt?	die Haare
	Ja, die Haare.	
	Malt die Haare!	(Draw in hair.)
Stop Tape		
Start Tape	Picture number 5 (fünf):	
	Was fehlt?	die Ohren
	Ja, die Ohren.	
	Malt die Ohren!	(Draw in ears.)
Stop Tape		

Tape Script - Kindergarten - Lesson 3 - Cont. (3)

	Script	Student Response
Start Tape	Picture number 6 (sechs):	
	Was fehlt?	der Kopf
	Ja, der Kopf.	
	Malt den Kopf!*	(Draw in head.)

*Note to teacher: The masculine definite article changes from der to den when it becomes the direct object, so you say den Mund and den Kopf in these cases. Den is pronounced (dane).

Tape Script - Grades 1, 2, or 3 - Lesson 3

Teacher Instructions		Script	Student Response
Hold up flash cards in following order:			
head	Hört zu:	der Kopf	
head		der Kopf	
head	Lest:	der Kopf	der Kopf
head		der Kopf	der Kopf
hair	Hört zu:	die Haare	
hair		die Haare	
head		der Kopf	
hair		die Haare	
hair		die Haare	
eyes	Wiederholt:	die Augen	die Augen
eyes		die Augen	die Augen
eyes	Lest:	die Augen	die Augen
eyes		die Augen	die Augen
head		der Kopf	der Kopf
hair		die Haare	die Haare
eyes		die Augen	die Augen
eyes		die Augen	die Augen
head		der Kopf	der Kopf

Stop Tape: To verify students are reading, hold up the flash cards and ask lest. Drill them as a group, then individually. Do this until you feel they know the words.

ACTIVITY: Any of the games or activities from lessons 1 and 2 can be done again.

ACTIVITY: Add reading game, if desired.

MATERIALS NEEDED FOR LESSON 4

Kindergarten:
1. Der Kopf game (V-3, V-4, and V-5)
2. Worksheets (V-6 and V-7) and tape for "Cut and Paste" activity
3. Scissors, paste, crayons

Grades One, Two, or Three:
1. Numbers 2 and 3 above
2. Mouse worksheet (V-9)
3. Matching game (V-10)
4. Crossword puzzle (V-12)

LESSON 4 GUIDELINES

Kindergarten:

1. Review (on tape) all head parts.

2. "Cut and Paste" Activity (See master sheets V-6 and V-7): Children are to cut out the parts of the face and paste them on the blank head. This may be done individually as a learning center activity, or with the whole class responding to the oral commands in German.

German Command:	Student Response:
Schneidet den Kopf aus!	Cut out the head.
Schneidet die Augen aus! (etc.)	Cut out the eyes. (etc.)
Klebt die Augen an!	Paste the eyes.
Klebt die Nase an! (etc.)	Paste the nose. (etc.)

Grades One, Two, or Three:

1. Introduce reading in same manner as lesson 3 by using flash cards for nose, ears, and mouth.

2. "Cut and Paste" activity: See number 2 above.

3. Mouse Worksheet (V-9): This may be done as a learning center or whole class activity.

4. Matching Game (V-10): This may be done as a learning center or whole class activity.

5. "Hangman" Game: This is a student favorite. Let a student come to the board and choose a word that has been learned in the last 2 reading lessons. Play as with normal "Hangman."

6. Fill in crossword puzzle (V-12).

Tape Script - Kindergarten - Lesson 4

Teacher Instructions	Script	Student Response
Touch body parts in the following order:		
mouth	der Mund	der Mund
mouth	der Mund	der Mund
ears	die Ohren	die Ohren
mouth	der Mund	der Mund
hair	die Haare	die Haare
ears	die Ohren	die Ohren
head	der Kopf	der Kopf
hair	die Haare	die Haare
eyes	die Augen	die Augen
head	der Kopf	der Kopf
nose	die Nase	die Nase
eyes	die Augen	die Augen
mouth	der Mund	der Mund
nose	die Nase	die Nase

Stop Tape

ACTIVITY: Sing song to tune of "Head, Shoulders, Knees, and Toes."

ACTIVITY: Play Der Kopf.

ACTIVITY: Do "Cut and Paste" worksheets.

Tape Script - Grades 1, 2, or 3 - Lesson 4

Teacher Instructions		Script	Student Response
Start Tape			
Hold up flash cards in following order:			
head	Lest:	der Kopf	der Kopf
head		der Kopf	der Kopf
hair		die Haare	die Haare
hair		die Haare	die Haare
eyes		die Augen	die Augen
nose	Hört zu:	die Nase	
nose		die Nase	
nose	Lest:	die Nase	die Nase
nose		die Nase	die Nase
head		der Kopf	der Kopf
nose		die Nase	die Nase
nose		die Nase	die Nase
hair		die Haare	die Haare
nose		die Nase	die Nase
ears	Hört zu:	die Ohren	
ears		die Ohren	
ears	Lest:	die Ohren	die Ohren
ears		die Ohren	die Ohren
nose		die Nase	die Nase
ears		die Ohren	die Ohren
hair		die Haare	die Haare
mouth	Hört zu:	der Mund	
mouth		der Mund	
mouth	Lest:	der Mund	der Mund
mouth		der Mund	der Mund
ears		die Ohren	die Ohren
mouth		der Mund	der Mund
nose		die Nase	die Nase
mouth		der Mund	der Mund
ears		die Ohren	die Ohren
nose		die Nase	die Nase
mouth		der Mund	der Mund
Stop Tape			

Verification: One at a time hold up each of the 6 parts of the head and drill reading and comprehension. That is, have an individual read the card and give its meaning.

ACTIVITY: Do "Mouse" worksheet (V-9).

ACTIVITY: Play "Hangman."

ACTIVITY: Play Matching game (V-10).

ACTIVITY: Complete crossword puzzle (V-12).

ACTIVITY: Do "Cut and Paste" worksheets (V-6, V-7).

MATERIALS NEEDED FOR LESSON 5

Kindergarten:
1. Masters of eyes, nose, ears, mouths (V-13, V-14, and V-15)
2. Master sheet of hats (V-2)
3. Paper plates
4. Scissors, crayons, paste
5. Colored yarn

Grades One, Two, or Three: No special materials

LESSON 5 GUIDELINES

Kindergarten:

1. Making Paper Plate Heads: Challenge students by making the objective "Can You Make Your Teacher Laugh?" Using the masters included, have children select eyes, nose, mouth and ears to cut out and color. These are pasted to the paper plate, which serves as a head. Children may draw in and color the hair, or they may use colored yarn for hair. The master sheet of the hats for lesson 1 can be used to give the children a choice of a hat, which they may cut out, color, and paste to their head.

2. This lesson marks the end of the kindergarten component of this unit. However, feel free to repeat any lesson in whole or part in order to give the class a sound basis and to review any areas that need it.

Grades One, Two, or Three:

1. Introduce more body parts orally. Your part, as in the first lessons, is to point to and touch the part on yourself slightly before the tape says the word, then repeat it again, continuing to point to the body part. It is suggested that you read over the tape script beforehand.

2. Game: Divide class into two teams. Point to a body part and ellicit a response from one member of a team. One point is earned for every correct response.

Tape Script - Grades 1, 2, or 3 - Lesson 5

Teacher Instructions	Script		Student Response
"Let's learn some more parts of the body. Watch me and do as I do."			
Start Tape			
Touch body parts in following order:			
arm	Hört zu:	der Arm	
arm		der Arm	
arm	Wiederholt:	der Arm	der Arm
arm		der Arm	der Arm
hand	Hört zu:	die Hand	
hand		die Hand	
hand	Wiederholt:	die Hand	die Hand
hand		die Hand	die Hand
arm		der Arm	der Arm
arm		der Arm	der Arm
hand		die Hand	die Hand
one finger	Hört zu:	der Finger	
one finger		der Finger	
one finger	Wiederholt:	der Finger	der Finger
one finger		der Finger	der Finger
hand		die Hand	die Hand
one finger		der Finger	der Finger
one finger		der Finger	der Finger
hand		die Hand	die Hand
Stop Tape			
Ask Was ist das? as you point to the following:			
finger			der Finger
finger			der Finger
arm			der Arm
hand			die Hand
hand			die Hand
arm			der Arm

(You can further drill as you wish. You may also add the other body parts already learned.)

ACTIVITY: Review any games or worksheets from previous lessons.

MATERIALS NEEDED FOR LESSON 6

Grades One, Two, or Three:

1. Transparency of lotto board containing body parts (V-16)
2. Skeleton
3. Tape of "Simon Says" game

LESSON 6 GUIDELINES

1. Introduce vocabulary using the tape. The children will learn three more body parts, just as they did in lesson 5.

2. "Lotto" Game: Each child gets a copy of the pictoral chart included. These may be colored, glued to cardboard and laminated with clear contact paper to make them durable. There are 12 pictures of the 12 body parts learned. Two sets may be cut out to make the calling cards. Laminated copies of the lotto board and the matching picture cards are used to form a game for the learning center. After lesson 8, when students have learned the written words, flash cards can be substituted for pictures.

3. "Simon Says" (Simon Sagt) Game (on tape): Have children stand facing you and the recorder. Tell them that they will hear the words Simon sagt...(Simon says...) and then a part of the body named in German. They are to touch the part that Simon says. In Part 1, all the various body parts from all previous lessons will be named for practice. The children should touch each one. You might play along to assist them. It is suggested that you read over the tape script beforehand. In Part 2 of the game, students are only to touch the part of their body if they hear the words Simon sagt before it. They must do only what Simon says! This may be played as a competition, eliminating all but one, who is the winner, or you may wish for each child to continue playing to see how closely each one can follow what Simon says.

   Note to the teacher: In telling someone in German to touch a part of the body, the noun (that is the part of the body) is the direct object of the verb and thus will require a different definite article in masculine nouns. The prefix of the verb follows the direct object.

   Whenever Simon did not say it, the German version is: Nein, nein. Simon sagt nichts!

4. Review of Parts of Body Using Transparency: Place transparency of lotto chart on overhead projector. Point to various parts of the body. Ask Was ist das? of the whole class or of individuals. You may wish to make a game of it by having two teams alternate turns. Each child who answers correctly wins a point for his/her team.

5. "Mr. Bones" Game: Most schools have a skeleton in their library or science room. If you can obtain one, it is fun to bring it in and have the students name the parts they know in German. The word for skeleton in German is das Skelett (dahs ske-LET).

Tape Script - Grades 1, 2, or 3 - Lesson 6

Teacher Instructions		Script	Student Response
Touch body parts in following order:			
arm	Wiederholt:	der Arm	der Arm
arm		der Arm	der Arm
hand		die Hand	die Hand
hand		die Hand	die Hand
finger		der Finger	der Finger
finger		der Finger	der Finger
teeth	Hört zu:	die Zähne	
teeth		die Zähne	
teeth	Wiederholt:	die Zähne	die Zähne
teeth		die Zähne	die Zähne
leg	Hört zu:	das Bein	
leg		das Bein	
leg	Wiederholt:	das Bein	das Bein
leg		das Bein	das Bein
teeth		die Zähne	die Zähne
leg		das Bein	das Bein
hand		die Hand	die Hand
finger		der Finger	der Finger
leg		das Bein	das Bein
foot	Hört zu:	der Fuss	
foot		der Fuss	
foot	Wiederholt:	der Fuss	der Fuss
foot		der Fuss	der Fuss
leg		das Bein	das Bein
teeth		die Zähne	die Zähne
foot		der Fuss	der Fuss
foot		der Fuss	der Fuss

Stop Tape

Teacher Instructions	Script	Student Response
Ask Was ist das? as you point to the following:		
foot		der Fuss
foot		der Fuss
leg		das Bein
teeth		die Zähne
teeth		die Zähne
leg		das Bein
Start Tape		
(This is a final review.)		
Touch body parts in the following order:		
arm	Was ist das?	der Arm
hand	Was ist das?	die Hand
finger	Was ist das?	der Finger
teeth	Was ist das?	die Zähne
leg	Was ist das?	das Bein
foot	Was ist das?	der Fuss

ACTIVITY: Play "Lotto" (non-reading version).

ACTIVITY: Review, using transparency game.

ACTIVITY: Identify parts of "Mr. Bones."

ACTIVITY: Play Simon Sagt (on tape).

Script	Student Response
Part 1	
Hört zu und fasst an:	Listen and touch:
Simon sagt, "Fasst den Kopf an."	head
Simon sagt, "Fasst den Mund an."	mouth
Simon sagt, "Fasst die Haare an."	hair
Simon sagt, "Fasst die Augen an."	eyes
Simon sagt, "Fasst die Ohren an."	ears
Simon sagt, "Fasst die Nase an."	nose
Simon sagt, "Fasst den Arm an."	arm
Simon sagt, "Fasst die Hand an."	hand
Simon sagt, "Fasst die Zähne an."	teeth
Simon sagt, "Fasst den Finger an."	finger
Simon sagt, "Fasst den Fuss an."	foot
Simon sagt, "Fasst das Bein an."	leg

Script	Student Response
Part 2	
Wir spielen "Simon sagt."	Let's play "Simon Says."
Hört gut zu!	Listen well!
Simon sagt, "Fasst die Nase an."	Touch nose.
Simon sagt, "Fasst die Nase an."	Touch nose.
Fasst die Augen an.	(-)
Nein, nein. Simon sagt nichts!	
Simon sagt, "Fasst die Ohren an."	Touch ears.
Simon sagt, "Fasst den Mund an."	Touch mouth.
Simon sagt, "Fasst den Arm an."	Touch arm.
Fasst den Kopf an.	(-)
Nein, nein. Simon sagt nichts!	
Simon sagt, "Fasst die Hand an."	Touch hand.
Fasst den Fuss an.	(-)
Nein, nein. Simon sagt nichts!	
Simon sagt, "Fasst den Fuss an."	Touch foot.
Simon sagt, "Fasst den Finger an."	Touch finger.
Simon sagt, "Fasst die Zähne an."	Touch teeth.
Fasst das Bein an.	(-)
Nein, nein. Simon sagt nichts!	
Simon sagt, "Fasst das Bein an."	Touch leg.
Simon sagt, "Fasst die Augen an."	Touch eyes.
Fasst die Nase an.	(-)
Nein, nein. Simon sagt nichts!	
Simon sagt, "Fasst den Kopf an."	Touch head.
Fasst den Kopf an.	(-)
Nein, nein. Simon sagt nichts!	

MATERIALS NEEDED FOR LESSON 7

Grades One, Two, or Three: Word flash cards for arm, hand, finger

LESSON 7 GUIDELINES

1. Introduce reading of words from lesson 5 (arm, hand, finger).
2. For reinforcement of the 6 parts, any of the activities from lessons 5 and 6 can be repeated.
3. Reading Game: This is done as in lesson 3, but you may add words learned in other lessons.
4. Old-fashioned Spelling Bee: Only in German! Use all the words learned.

Tape Script - Grades 1, 2, or 2 - Lesson 7

Teacher Instructions	Script		Student Response
Start Tape			
Hold up flash cards in following order:			
arm	Hört zu:	der Arm	
arm		der Arm	
arm	Lest:	der Arm	der Arm
arm		der Arm	der Arm
hand	Hört zu:	die Hand	
hand		die Hand	
hand	Lest:	die Hand	die Hand
hand		die Hand	die Hand
arm		der Arm	der Arm
arm		der Arm	der Arm
hand		die Hand	die Hand
finger	Hört zu:	der Finger	
finger		der Finger	
finger	Lest:	der Finger	der Finger
finger		der Finger	der Finger
arm		der Arm	der Arm
finger		der Finger	der Finger
finger		der Finger	der Finger
hand		die Hand	die Hand
Stop Tape			

Verification: Hold up one of the flash cards at a time and drill as a group, then individually, to verify students are reading the card.

ACTIVITY: Repeat any of the activities in lessons 5 and 6.

ACTIVITY: Play Reading game.

ACTIVITY: Play "Hangman."

ACTIVITY: Have old-fashioned spelling bee.

MATERIALS NEEDED FOR LESSON 8

Grades One, Two, or Three:

1. Word flash cards
2. Der Machinenmensch (V-20)
3. Picture crossword puzzle (V-11)
4. Lotto game (written word version) (V-17)
5. "Concentration" game parts (same as lotto parts, V-16)

LESSON 8 GUIDELINES

1. Introduce reading of teeth, leg, and foot in German.

2. If you desire, you can adapt the lotto game in a previous lesson to written form. It is a good learning center activity. (See worksheet V-17.)

3. For the picture crossword puzzle, see V-11.

4. "Concentration" Game: There is a card for each body part. Each one may be colored (if desired) and laminated for durability, then cut into cards. This game, which can be played by small groups, is a favorite of the children.

5. For Der Maschinenmensch worksheet, see V-20.

Tape Script - Grades 1, 2, or 3 - Lesson 8

Teacher Instructions	Script		Student Response
Review reading 3 body parts from lesson 7.			
Hold up flash cards in the following order:			
arm	Lest:	der Arm	der Arm
arm		der Arm	der Arm
hand		die Hand	die Hand
hand		die Hand	die Hand
arm		der Arm	der Arm
finger		der Finger	der Finger
finger		der Finger	der Finger
hand		die Hand	die Hand
teeth	Hört zu:	die Zähne	
teeth		die Zähne	
teeth	Lest:	die Zähne	die Zähne
teeth		die Zähne	die Zähne
arm		der Arm	der Arm
teeth		die Zähne	die Zähne

Tape Script - Grades 1, 2, or 3 - Lesson 8 - Cont. (2)

Teacher Instructions	Script		Student Response
Hold up flash cards in following order:			
leg	Hört zu:	das Bein	
leg		das Bein	
leg	Lest:	das Bein	das Bein
teeth		die Zähne	die Zähne
teeth		die Zähne	die Zähne

Stop Tape

Verification: To verify their reading, drill first as a group, then individually, with the flash cards. Concentrate on Zähne and Bein, then mix in the others.

Start Tape

Hold up flash cards in the following order:			
foot	Hört zu:	der Fuss	
foot		der Fuss	
foot	Lest:	der Fuss	der Fuss
foot		der Fuss	der Fuss
leg		das Bein	das Bein
teeth		die Zähne	die Zähne
(Final check)			
arm		der Arm	der Arm
hand		die Hand	die Hand
finger		der Finger	der Finger
teeth		die Zähne	die Zähne
leg		das Bein	das Bein
foot		der Fuss	der Fuss

Stop Tape

ACTIVITY: Play "Lotto" (written word verison).

ACTIVITY: Complete picture crossword puzzle (V-11).

ACTIVITY: Play "Concentration."

ACTIVITY: Do Der Machinenmensch worksheet (V-20).

MATERIALS NEEDED FOR LESSON 9

Grades One, Two, or Three:
1. Visuals of clothing items (V-18 and V-19)
2. Any type of hat

LESSON 9 GUIDELINES

1. Introduce vocabulary using tape and visuals. Instruct children to look at the pictured piece of clothing that you hold up (see masters of visuals V-18 and V-19). They will hear the name for it in German on the tape. They are to repeat the German word, thinking of what it means. Read over the tape script to familiarize yourself with the order of presentation of the visuals. You may wish to make copies of the masters, color them in and mount them on cardboard for use with this lesson.

2. Was Trägst Du? Game: Have children describe in German what they are wearing. Their description will, of course, be limited to the vocabulary learned to date. As the amount of vocabulary increases, they can add words to their descriptions.

3. "Pass the Hat" (Reiche den Hut Herum!) Game: This is played very much like musical chairs, except there is no winner or loser. The children sit in a large circle, and when the music begins, they start passing the hat. When the music stops, the person with the hat stands up and says loudly, "Der Hut."

Tape Script - Grades 1, 2, or 3 - Lesson 9

Teacher Instructions	Script		Student Response
Set up 3 pictures in view of all children.			
Start Tape			
Point to:			
hat	Hört zu:	ein Hut	
hat		ein Hut	
hat	Wiederholt:	ein Hut	ein Hut
hat		ein Hut	ein Hut
pants	Hört zu:	eine Hose	
pants		eine Hose	

Tape Script - Grades 1, 2, or 3 - Lesson 9 - Cont. (2)

Teacher Instructions	Script		Student Response
Point to:			
pants	Wiederholt:	eine Hose	eine Hose
pants		eine Hose	eine Hose
hat		ein Hut	ein Hut
pants		eine Hose	eine Hose
shirt	Hört zu:	ein Hemd	
shirt		ein Hemd	
shirt	Wiederholt:	ein Hemd	ein Hemd
shirt		ein Hemd	ein Hemd
hat		ein Hut	ein Hut
pants		eine Hose	eine Hose
shirt		ein Hemd	ein Hemd
Stop Tape			
Ask Was ist das? as you point to the following:			
shirt			ein Hemd
shirt			ein Hemd
hat			ein Hut
hat			ein Hut
pants			eine Hose
pants			eine Hose

ACTIVITY: Play Was Trägst Du? ("What Are You Wearing?") game.

ACTIVITY: Play Reiche den Hut Herum! ("Pass the Hat") game.

MATERIALS NEEDED FOR LESSON 10

Grades One, Two, or Three: Visuals of clothing items

LESSON 10 GUIDELINES

1. Introduce new vocabulary as was done in previous lessons.

2. Chain Version of Was Trägst Du? ("What Are You Wearing?") Game: The teacher begins the game by asking a child Was trägst du? The child must respond with Ich trage (I'm wearing) plus the German name for one thing he/she is wearing. Then he/she asks the next child the question (Was trägst du?). Each student adds one thing to the list of items. This continues until a child can't remember or makes an error. Then the chain begins again.

Tape Script - Grades 1, 2, or 3 - Lesson 10

Teacher Instructions	Script		Student Response
Start Tape			
Point to:			
hat	Wiederholt:	ein Hut	ein Hut
hat		ein Hut	ein Hut
pants		eine Hose	eine Hose
pants		eine Hose	eine Hose
shirt		ein Hemd	ein Hemd
shirt		ein Hemd	ein Hemd
blouse	Hört zu:	eine Bluse	
blouse		eine Bluse	
skirt		ein Rock	
skirt		ein Rock	
skirt	Wiederholt:	ein Rock	ein Rock
skirt		ein Rock	ein Rock
blouse		eine Bluse	eine Bluse
skirt		ein Rock	ein Rock
dress	Hört zu:	ein Kleid	ein Kleid
dress		ein Kleid	ein Kleid

Teacher Instructions	Script		Student Response
Point to:			
blouse	Wiederholt:	ein Kleid	ein Kleid
skirt		ein Rock	ein Rock
dress		ein Kleid	ein Kleid
skirt		ein Rock	ein Rock

Stop Tape

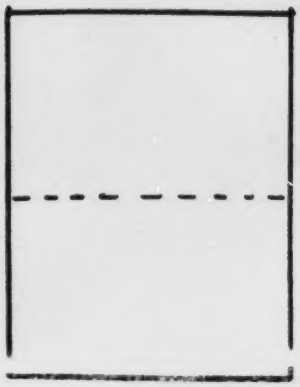
Ask Was ist das? as you point to the following:

blouse	eine Bluse
blouse	eine Bluse
skirt	ein Rock
skirt	ein Rock
dress	ein Kleid
dress	ein Kleid
hat	ein Hut
hat	ein Hut
pants	eine Hose
pants	eine Hose
shirt	ein Hemd

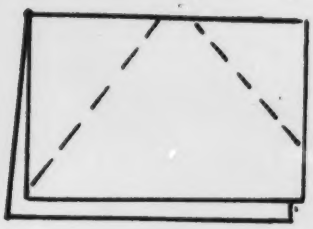
(You may wish to continue this type of drill if children have trouble with certain words. This review can be in the form of a game where two sides take turns answering.)

ACTIVITY: Play chain version of Was Trägst Du? game.

Instructions for Making Hats from Newspaper



Use one page of newspaper.
Fold top half down.

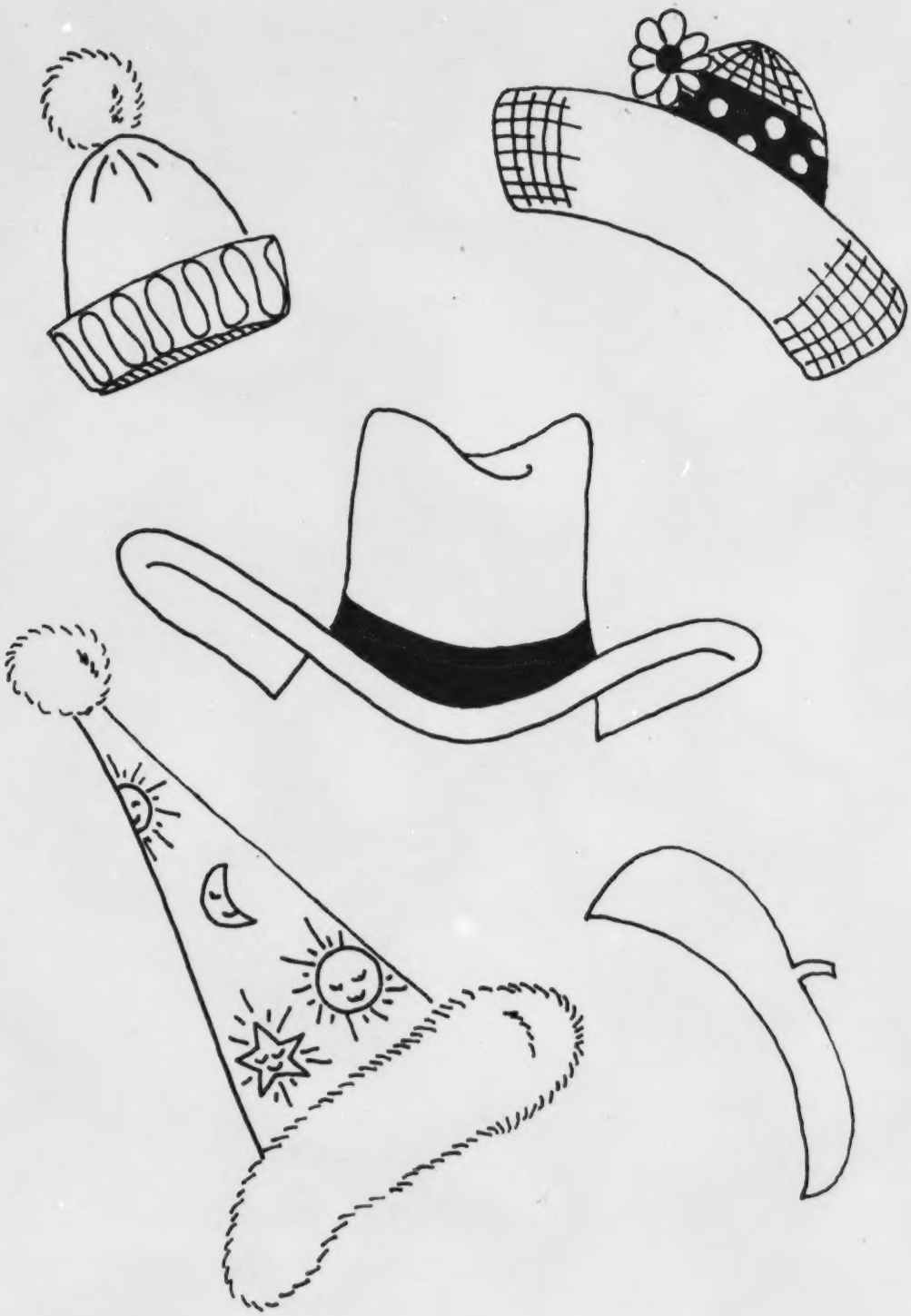


2. Keeping the opening at bottom, fold top corners.

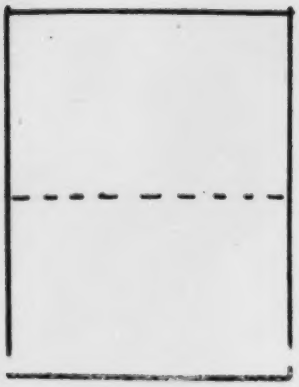
Fold traingles forward.

4. Fold bottom strip up.

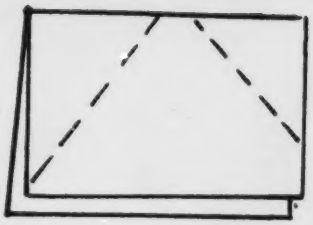
5. Fold bottom up on back.



Instructions for Making Hats from Newspaper



Use one page of newspaper.
Fold top half down.

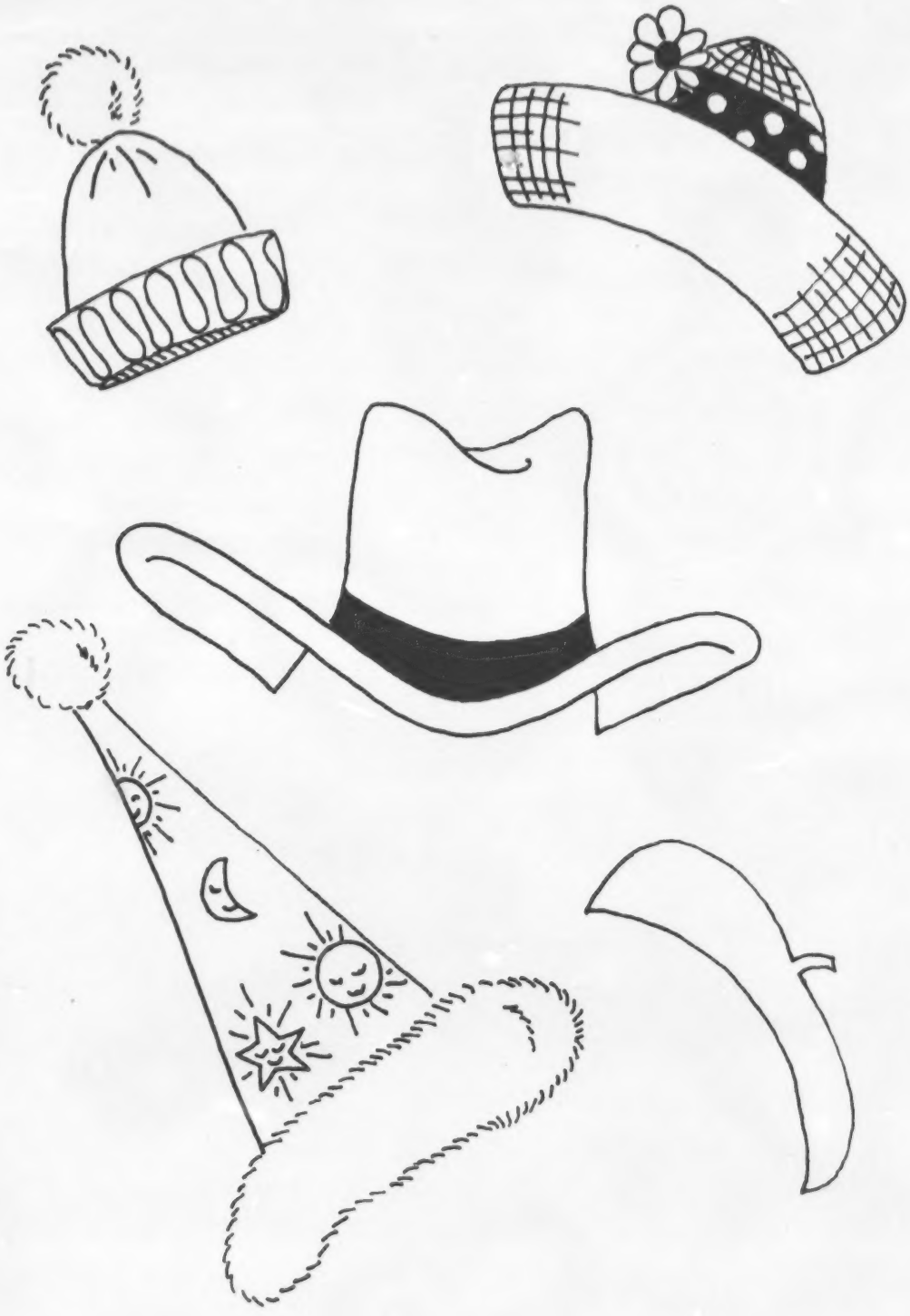


2. Keeping the opening at bottom fold top corners.

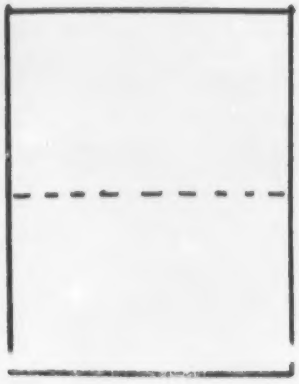
Fold traingles forward.

4. Fold bottom strip up.

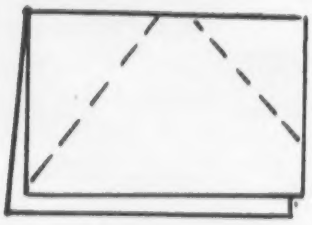
5. Fold bottom up on back.



Instructions for Making Hats from Newspaper

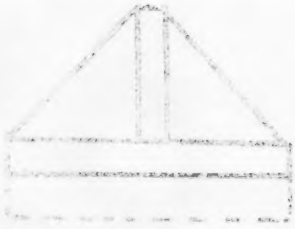


Use one page of newspaper.
Fold top half down.



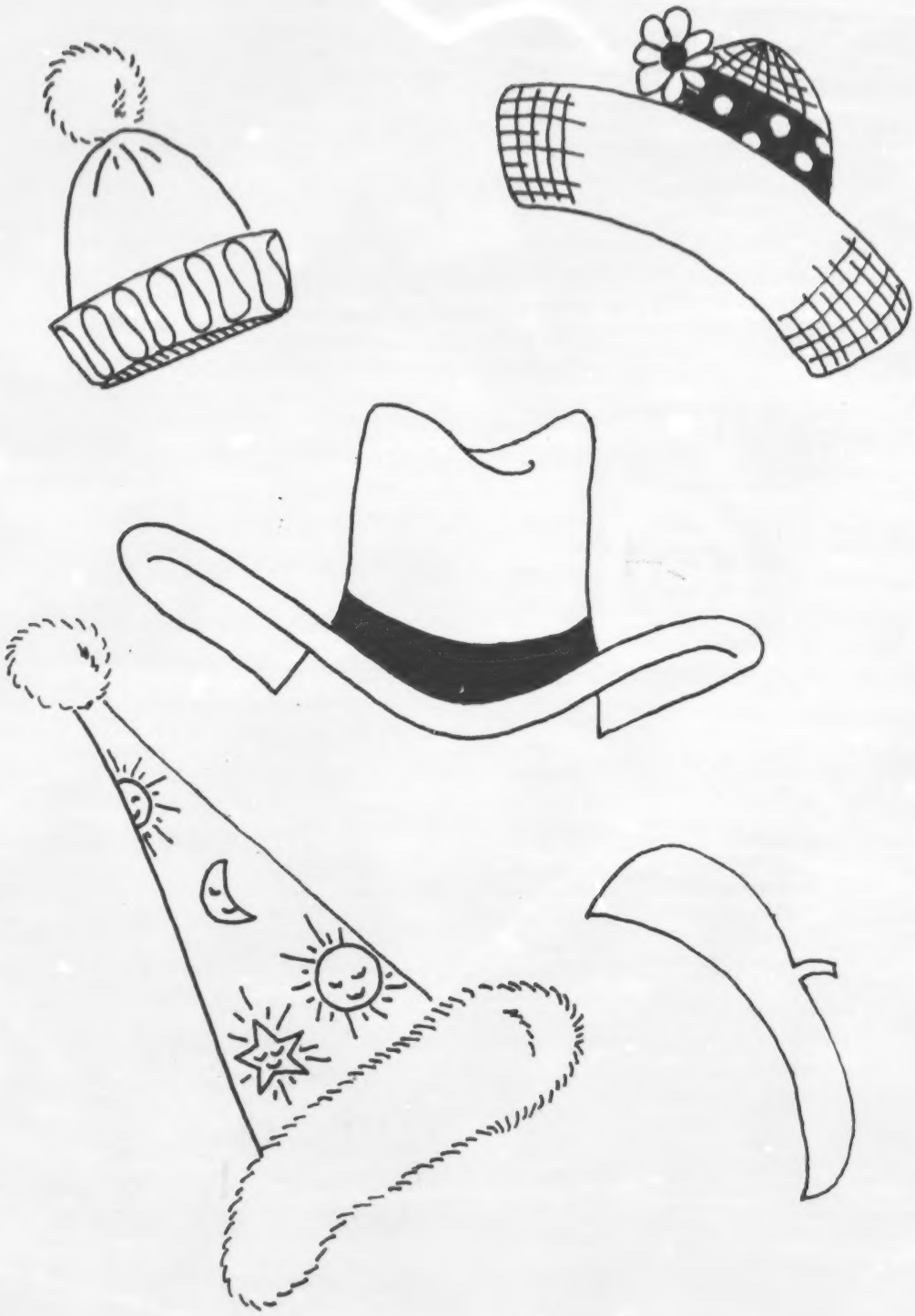
2. Keeping the opening at bottom, fold top corners.

Fold traingles forward.



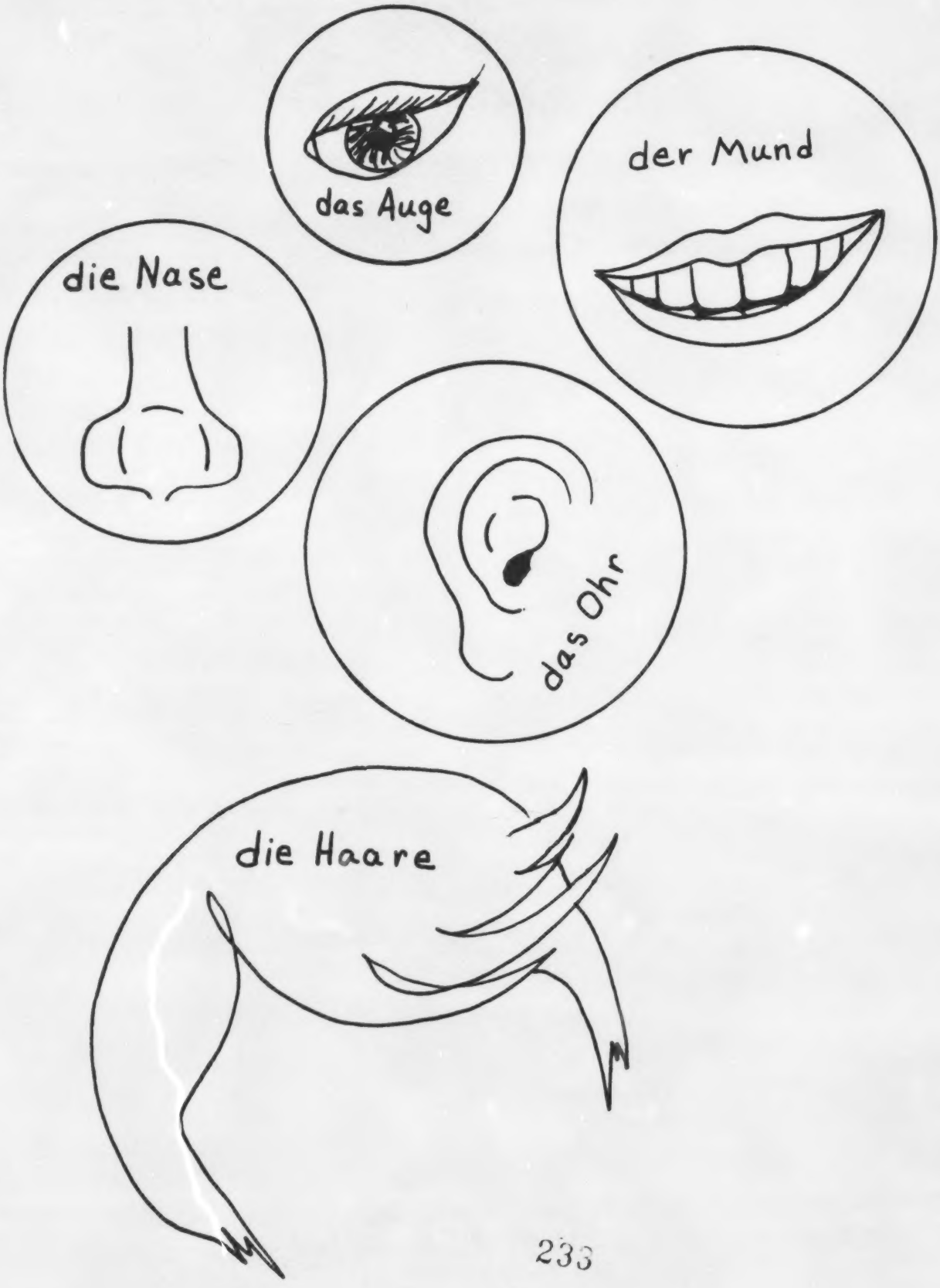
4. Fold bottom strip up.

5. Fold bottom up on back.



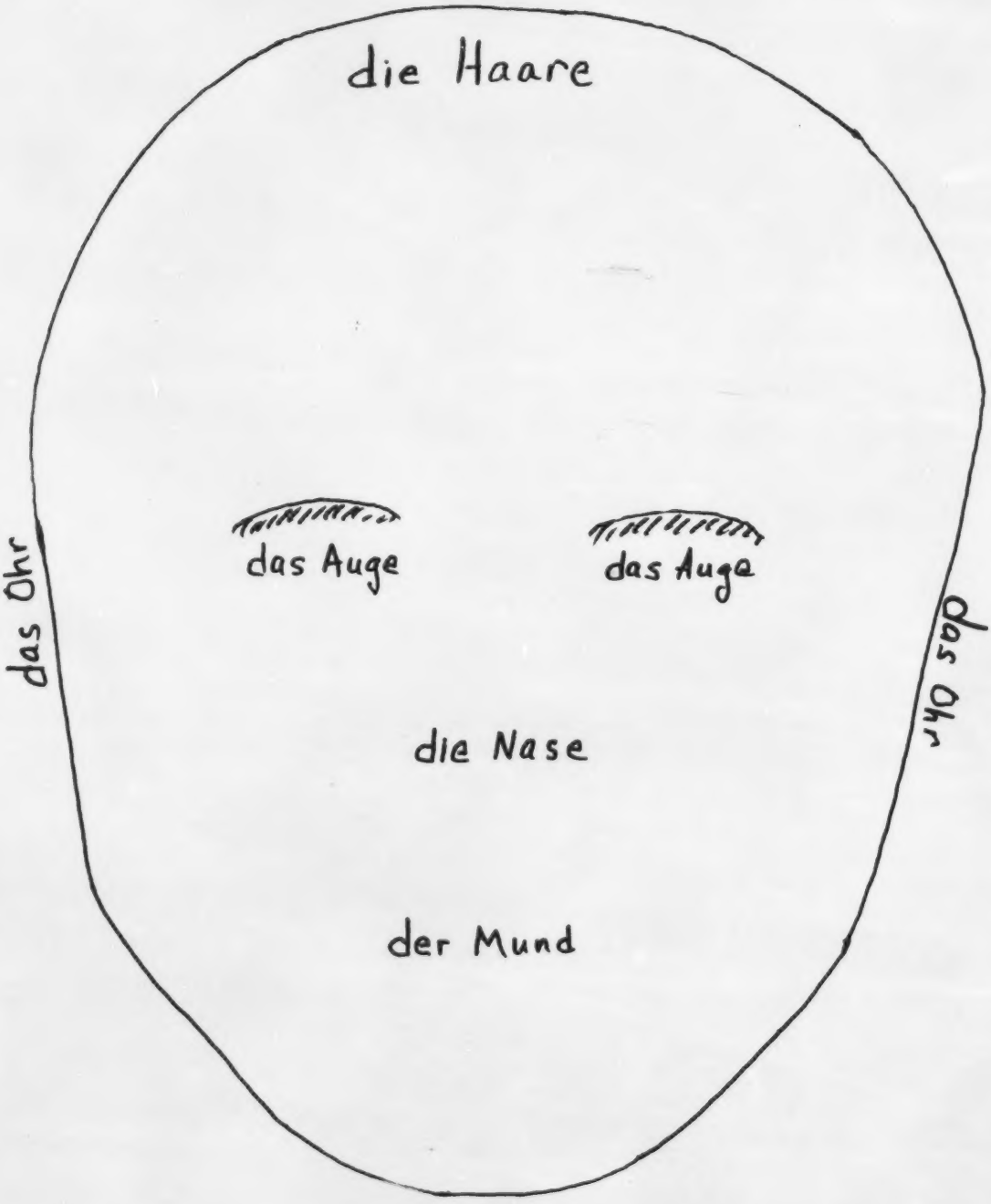
231

Der Kopf _____


das Auge
der Mund
die Nase
das Ohr
die Haare

Der Kopf

Namen_____



Schneide aus und klebe an!

Was fehlt?

1.

2.

3.

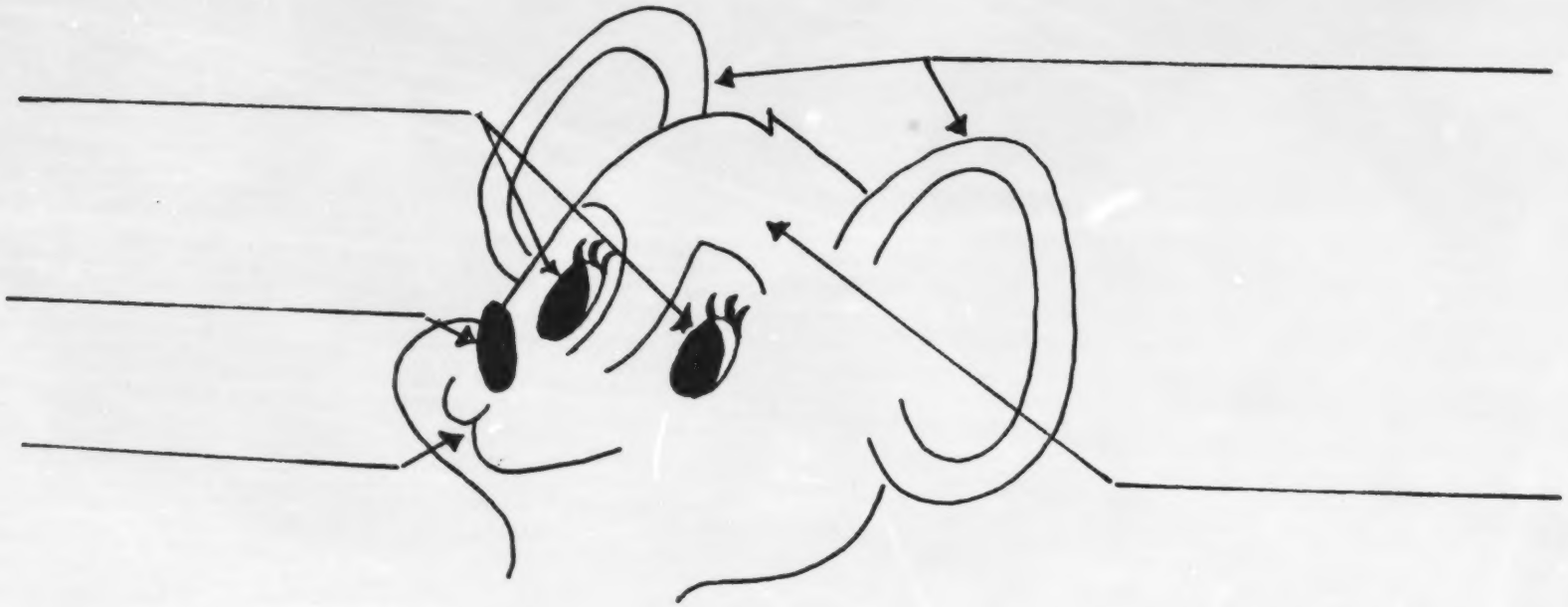
4.

5.

6.

Schreibe die Teile der Maus

Namen _____



der Kopf

der Mund

die Nase

die Augen

die Ohren

47

Namen _____

der Kopf
die Augen
der Mund
die Ohren
die Haare
die Nase

240

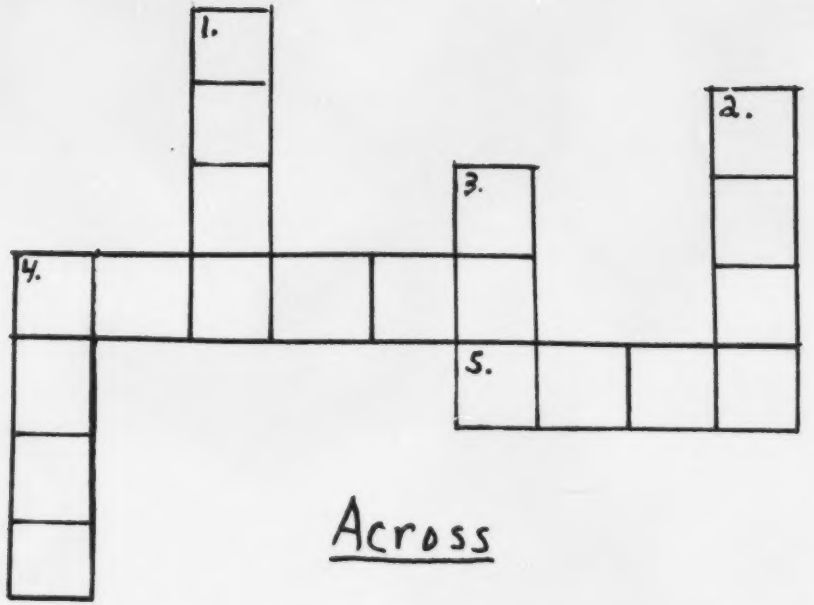
Der Körper

Namen_____

V-11

Down

211



49

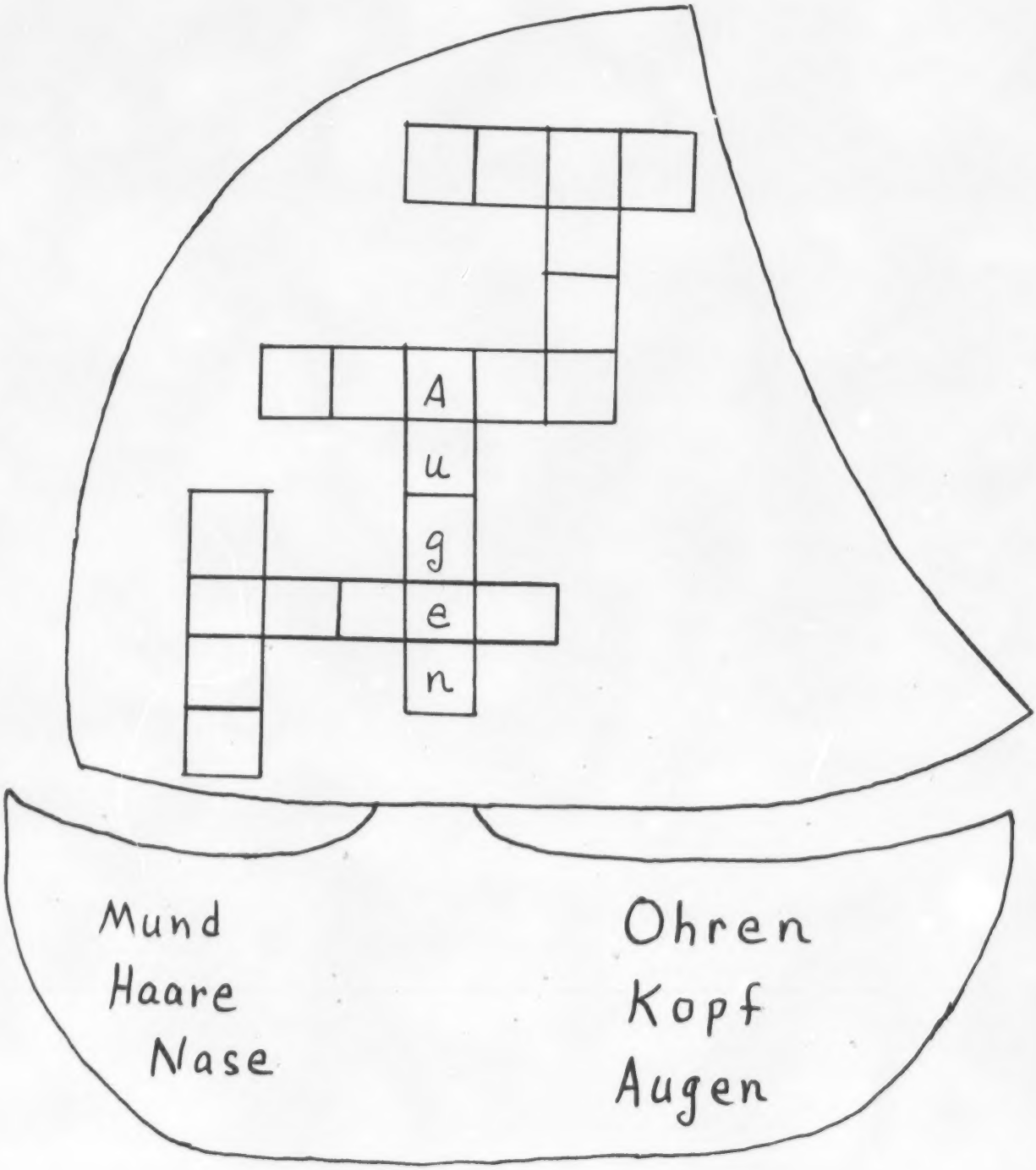
Across

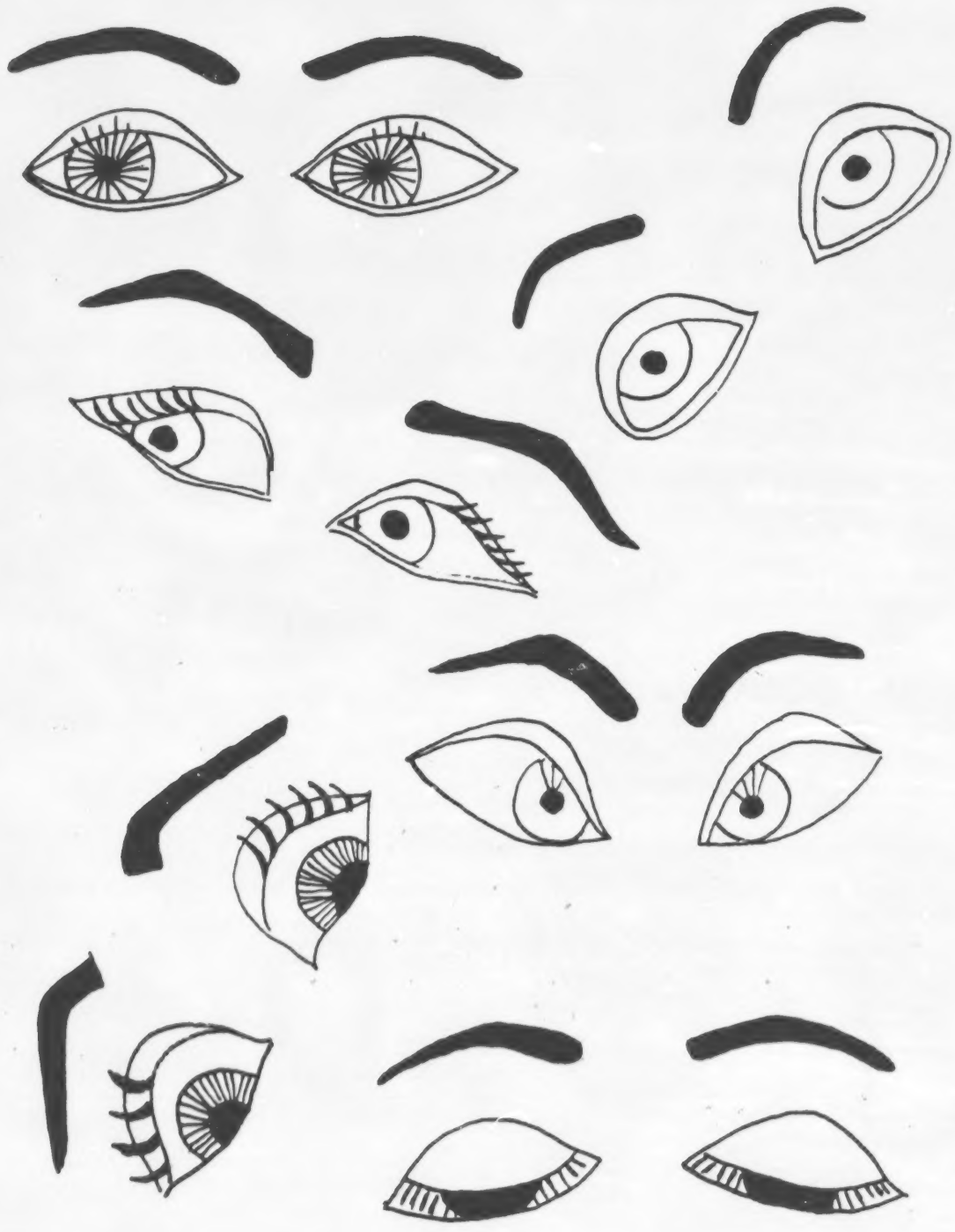
242

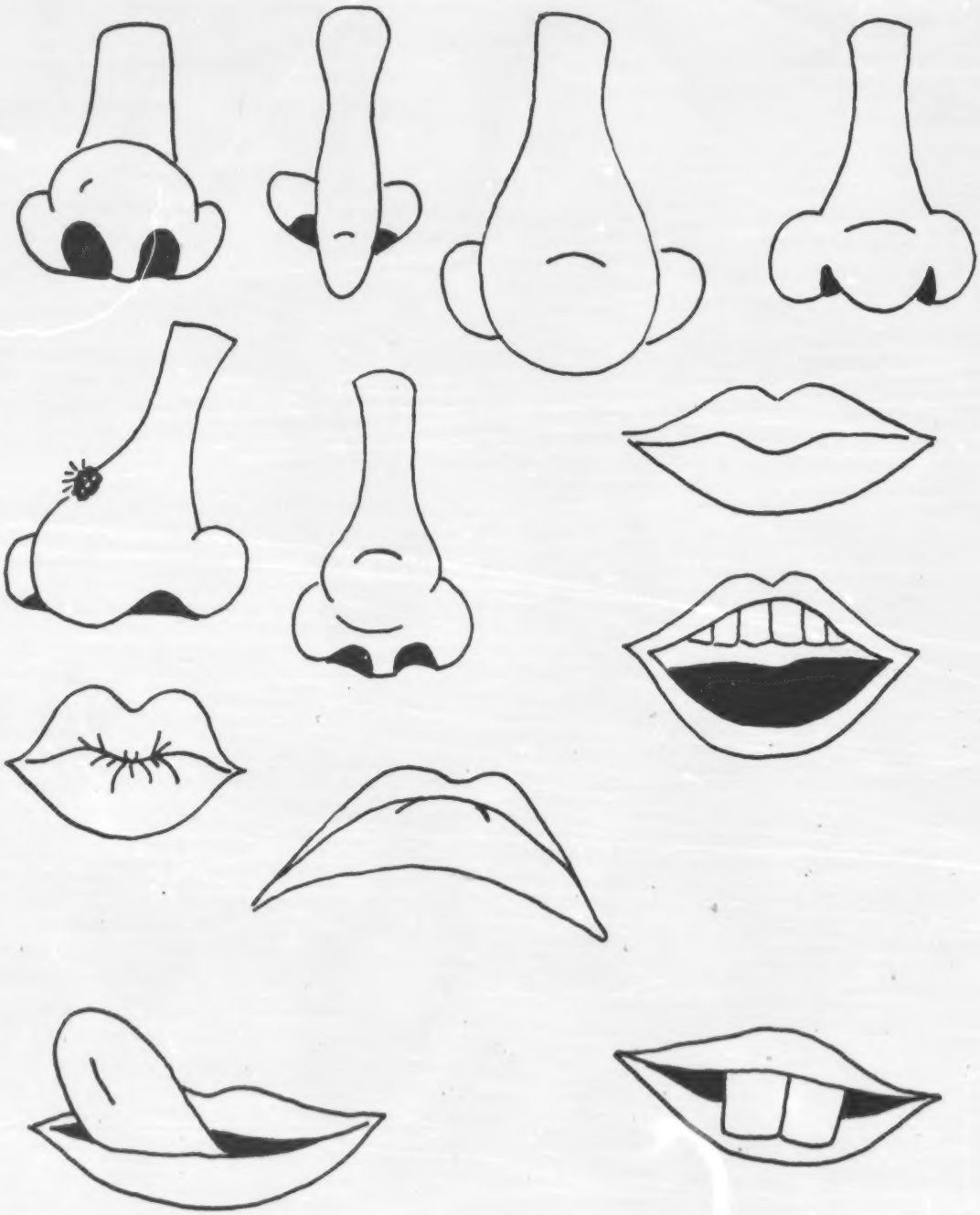
5.

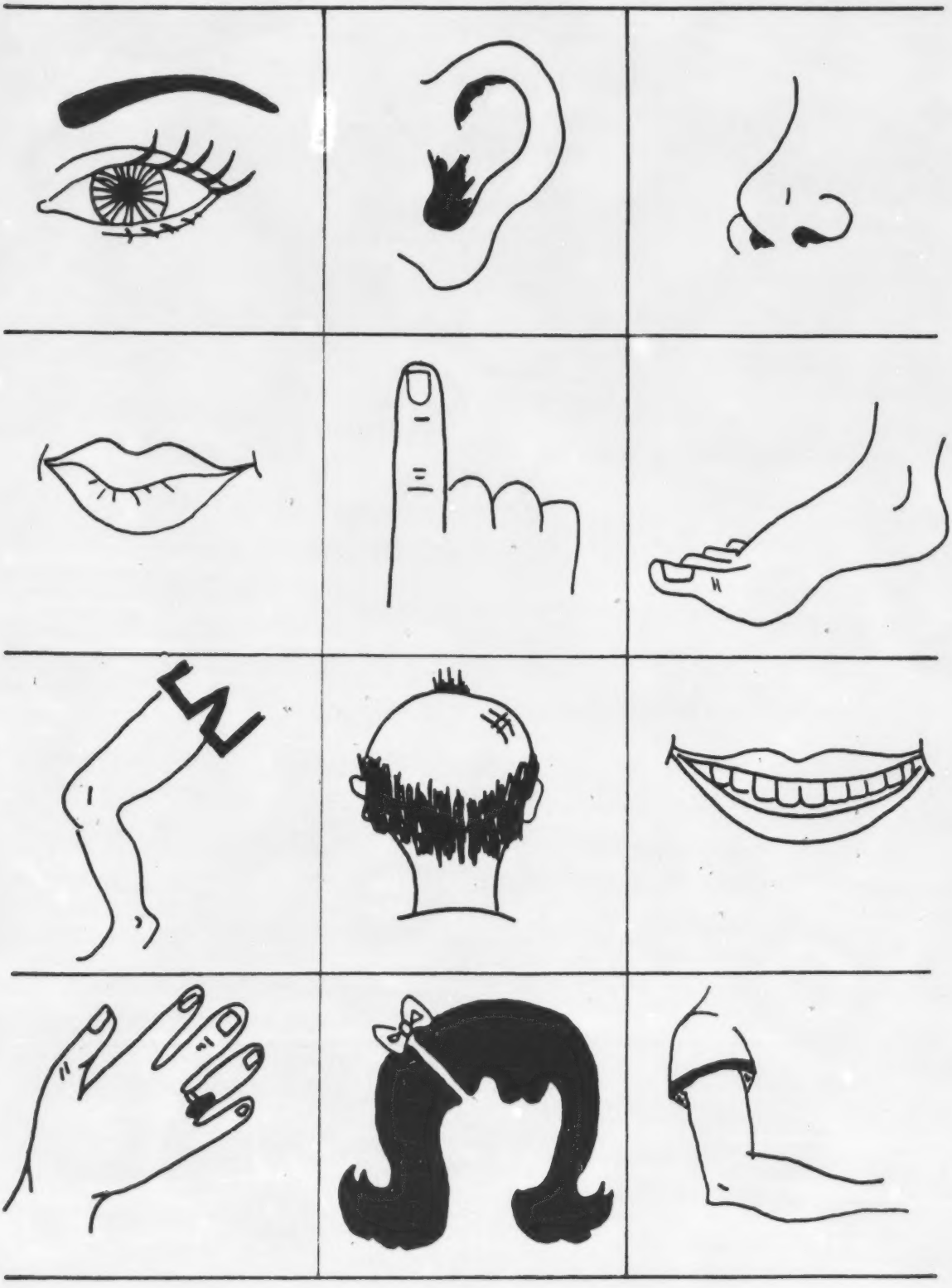
4.

Namen_____

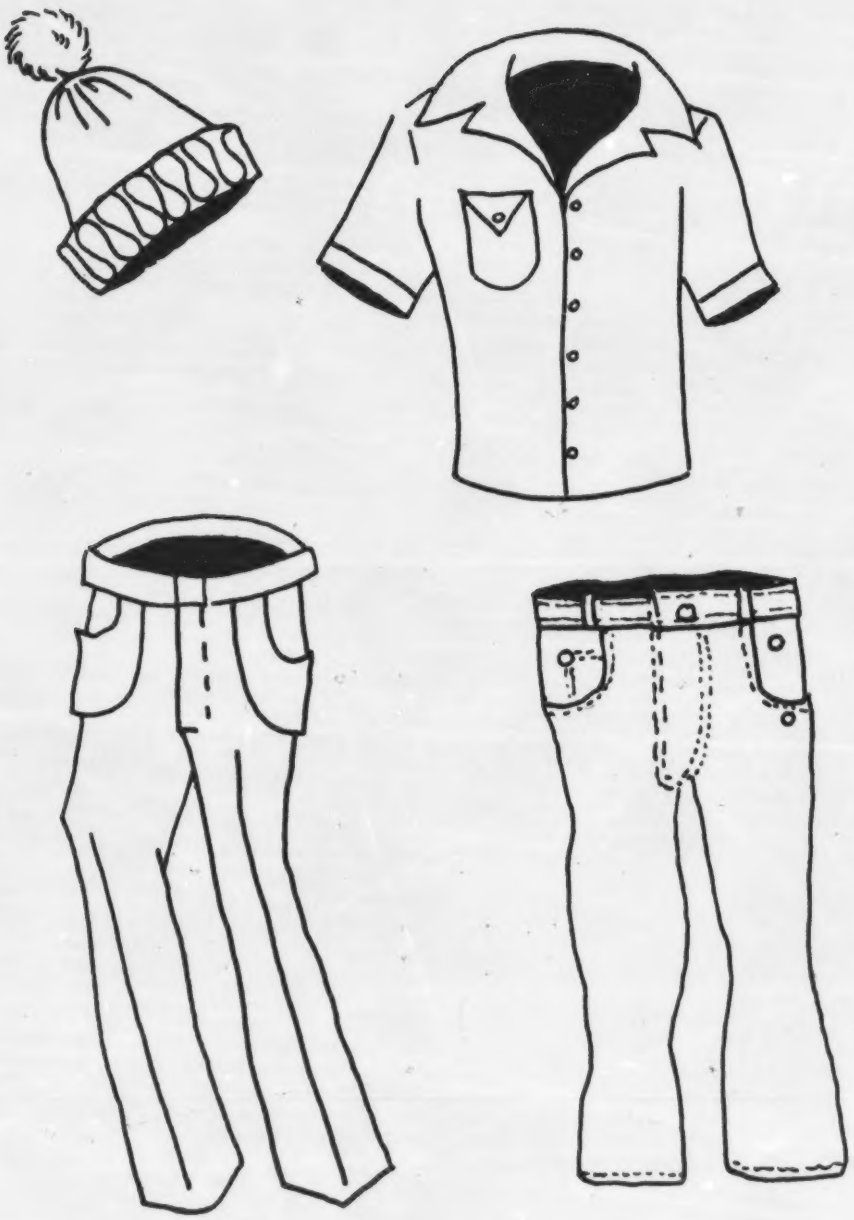


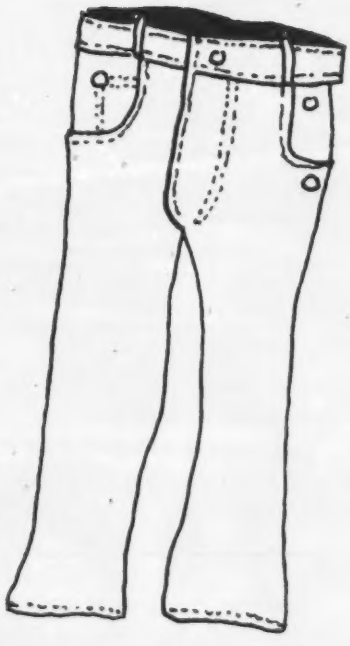






das Auge	die Ohren	die Nase
der Mund	der Finger	der Fuss
das Bein	der Kopf	die Zähne
die Hand	die Haare	der Arm

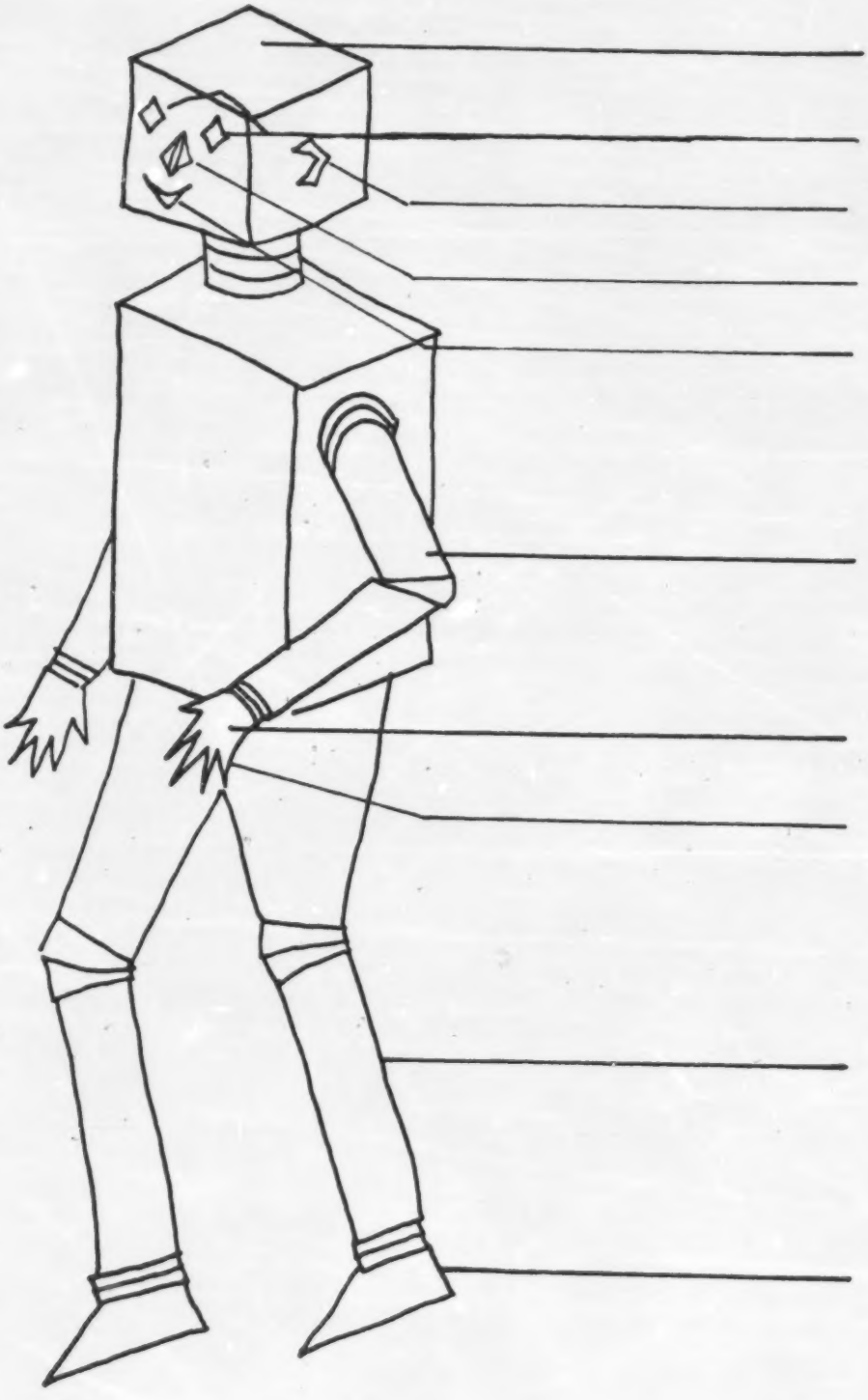




Der Maschinenmensch

Namen _____

das Bein
die Augen
die Hand
der Fuss
die Nase
der Arm
der Kopf
der Mund
die Ohren
der Finger



die
Haare
der
Kopf

die

Augen

die

Nase

der
Arm
die
Hand

die

Ohren

der

Mund

der Finger

die Zähne

das

Bein

der

Fuss